

# ENGLISH READER

ENGLISH MEDIUM CLASS V





## ACKNOWLEDGEMENTS

The story 'The Three Sneezes' is adapted from the story of the same title by Roger Duvoisin. The story 'The Qazi's Judgement' is taken from the book *Legends from Indian History*. 'Eyes of All Sizes' is adapted from 'How Do Animals See?' by L. Rothman and J. Arkin. 'Remembering Abraham Lincoln' is adapted from 'Lincoln Pardons a Sleeping Sentinel' by L. E. Chittendon. 'Ooka and the Stone Lion' is adapted from *Ooka the Wise: Tales of Old Japan* by I. G. Edmonds. 'A Spider Weaves a Web' is taken from the book *Spiders and How They Live* by Eugene David. The story 'The Baby-Sitter' is taken from the book *Jungle Picture* by Norath Burke. 'Fool's Paradise' is condensed from *Zlatch the Goat and Other Stories* by Issac Bashevis Singer. 'An Attack on the Family' is adapted from a section of *My Family and Other Animals* by Gerald Durrell. The passage 'Bats' is condensed from *Encounters with Animals* by Gerald Durrell. The 'Story-Teller's Last Tale' is adapted from the English translation of *Gnomes* by Wil Huygen.

The poems 'The Star' by Jane Taylor, 'The Little Doll' by Charles Kingsley, 'The Blind Boy' by Colley Cibber, and 'Where did you come from, Baby dear?' by George Macdonald are all taken from *The Oxford Book of Children's Verse*. The Poem 'Daybreak' by H.W. Longfellow is taken from *The Poems of Longfellow*, and 'Full Moon' by Walter de la Mare is taken from *The complete poems of Walter de la Mare*.

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# TO THE TEACHERS

## 1. The Principles

A few important principles of teaching a second language have been kept in mind while preparing this Reader. Let us first consider some of them.

### 1.1 Develop language skills :

The best way to teach a language is to make learners use it. So it is very important to give learners meaningful practice in all the four language skills. As you know, the four language skills are :

- (a) the ability to listen to and understand spoken language,
- (b) the ability to speak the language,
- (c) the ability to read written language with understanding,
- (d) the ability to express one's ideas in writing.

### 1.2 Teach through speech :

Language is used more in speech than in writing. Practising a language through speech is thus a natural means of learning it. Present most new teaching items—words, grammatical items, etc. — orally first. Oral work is also a quick and economical way of giving learners practice in the use of language.

### 1.3 Give meaningful practice :

Language practice becomes meaningful only when it is related to real life situations. Encourage learners to use the language being learnt in order to express themselves. This can be done by providing opportunities for self-expression in classroom situations as well as real and imaginary life situations.

### 1.4 Teach elements of language :

In order to be able to use language accurately, the learners should have a mastery of elements of language such as vocabulary, structure, spelling and pronunciation. So some attention has to be given to such elements too. This is best done through using them in speaking and writing.

## 2. The Teaching Materials

The Reader contains fifteen prose lessons and seven poems.

### 2.1 Prose Lessons :

Most of the prose lessons contain the following components :

- (i) Reading Passage
- (ii) Meanings and Notes
- (iii) Comprehension
- (iv) Vocabulary
- (v) Spelling
- (vi) Pronunciation
- (vii) Using a dictionary
- (viii) Structure
- (ix) Composition

Given below are brief details regarding each of the components above.

#### 2.1.1 Reading Passage :

In most cases, the reading passage is a story. There are also three passages which give children interesting information. The reading passages have been carefully chosen; they are simple in language but interesting in content for learners at this level. However, there will be some difficult words which need a little teaching. There will also be some ideas which should be explained to help in comprehension.



### 2.1.2 Meanings and Notes :

In this section, meanings of some of the difficult words in the reading passage have been explained. Some of your learners might find a few other words unfamiliar / difficult. In such cases, you have to explain the meanings of such words to them. For a discussion of the various ways of teaching word meaning, see section 2.1.3.1.

### 2.1.3 Comprehension :

This section contains comprehension exercises based on the reading passage. You can use them in order to develop the learners' comprehension abilities. The comprehension questions used in this Reader are of two broad types. First, there are *factual* comprehension questions. These questions focus on details which are clearly stated in the reading passage. While answering a factual comprehension question, the learners are required to identify that part of the reading passage in which the answer to the question has been stated. Secondly, there are *inferential* comprehension questions. These questions deal with details which are *not* clearly stated in the passage. While answering this type of question, the learners are required to make an inference based on details clearly stated in the passage.

Some possible steps in teaching the reading passage

#### 1. Teaching words

The reading passage is mainly for silent reading and comprehension. As we noted earlier, there may be a few difficult words in the reading passage other than those given in 'Meanings and Notes'. It might be a good idea to explain such words before the learners start reading the passage. Indicated below are some of the possible ways of teaching words.

##### (a) Situations

It is possible to use classroom / imaginary situations for teaching the meaning of a word. The teacher can also 'demonstrate' some words (e.g., peer, snatch, charge).

##### (b) Definitions

It is possible to define some words using simpler words. Using similar words (synonyms) or words with the opposite meaning (antonyms) is also a useful way of teaching the meaning of some words.

##### (c) Illustrations

Sometimes, the meaning of a word can be taught quickly by using a picture. Wherever possible, the teacher can also use blackboard drawings to teach some words. Some sketches have been given in the section 'Meanings and Notes'.

##### (d) Reference

Learners can be asked to find out the meanings of some words by referring to a dictionary. In the section 'Using a Dictionary', some guidance has been provided in the use of a dictionary. Wherever possible, the teacher can give the learners further help in consulting a dictionary.

##### (e) 'Loan' words

Some words can be treated as 'loan' words (e.g. kit, en, train, stove); the learners are very likely to have been using them in their own language.

##### (f) Translation

In some cases, it is possible to teach the word in question by giving its equivalent in the learners' mother-tongue.

### 2. Preparation for Reading

After the meanings of the difficult / unfamiliar words have been explained, the learners can be 'prepared' for reading the passage. The preparation can be in the form of a short discussion of the theme of the passage. The idea is to rouse the learners' interest and give focus to their reading.

### 3. Silent reading

Now, learners can read the passage silently. It is very important to train learners in *genuine* silent reading. Reading aloud, moving one's lips reading, whispering the words to oneself and other such habits should be discouraged as they will make reading slow.

### 4. Comprehension questions

After the learners have gone through the passage, ask them to look at each question in the section 'Comprehension', and be prepared with their answers. It is not necessary for the learners to *write down* the answers.

It is possible that some of your learners will find some questions difficult. In such cases, you may have to rephrase the questions, help the learners with explanations in their mother-tongue, and so on.

### 5. Discussion of answers

Now discuss the answers with the learners. This is a very important aspect of the reading comprehension lesson. As a rule, learners should be asked to justify their answers. Make them refer back to the passage and explain how they arrived at a particular answer. Discussion of answers also provides the learners an opportunity for self-correction, correction from fellow-learners, and correction / explanation by the teacher.

### 2.1.4 Vocabulary

Generally, every lesson has two exercises on vocabulary. The aims of these exercises are :

- (i) to give the learners further practice in the use of some of the words they have come across in the reading passage in the lesson or in an earlier lesson and
- (ii) to add to their stock of recognition vocabulary (Words in the learners' recognition vocabulary are not meant for active use at this stage.)

Given below are some of the tasks in this section :

- (a) using some of the words in the reading passage in new, meaningful situations ;
- (b) matching words in the passage with their antonyms ;
- (c) using words which can be used as more than one part of speech (e.g. a word which can be used both as a noun and a verb) in an appropriate context ;
- (d) matching some of the words in the reading passage with their meanings ;
- (e) matching given definitions / meanings with words from the passage ;
- (f) using prefixes to form antonyms of words ;
- (g) forming new words by adding suffixes to the given words.

While handling the exercises in this section, you may find it useful to follow the steps indicated below.

- (i) Attempt a brief explanation of the exercise.
- (ii) Explain the meanings of difficult words, if any.
- (iii) Make learners work through the task.
- (iv) Discuss answers provided by learners.
- (v) Let the learners know whether their answers are correct or not.
- (vi) Correct learners' errors, if any.
- (vii) Ask learners to write down the answers (a homework, if possible)

### 2.1.5 Spelling :

The tasks which the learners are required to do in this section are :

- (a) supplying missing letters in a word ;
- (b) identifying the misspelt part of a word and correcting it ;
- (c) writing down the correct spelling of certain irregular verb forms ;
- (d) adding certain suffixes to some words and writing down the correct spelling of the resulting words.

### 2.1.6 Pronunciation :

In English, there is no one-to-one correspondence between sounds and the letters that represent them.



In the exercises in this section, a few important sounds and their contrasts have been chosen for practice. Given below are some details regarding the tasks in this section :

- practising the pronunciation of words in which some letters are 'silent' ;
- practising the pronunciation of the different past tense endings of verbs ;
- practising the pronunciation of the different words in which the same sound is represented by different letters ;
- practising the pronunciation of pairs of words in which the vowel sounds are contrasted ;
- practising the pronunciation of words in which the same letter is pronounced differently ;
- identifying the different pronunciations of the same letter in different words.

While handling the exercises in this section, the teacher can choose from the procedures suggested below. The choice of procedure will, of course, depend on the nature of the exercise.

- Teacher says the words aloud.
  - learners repeat the words after the teacher.
  - Learners say the words by themselves—individually or in groups.
- Teacher asks learners to work through the exercise.
  - Teacher elicits responses from learners.
  - Teacher lets the learners know whether their responses are acceptable or not ; teacher corrects errors if any.
  - Learners practise the correct pronunciation of words.

#### 2.1.7 Using a dictionary :

Using a dictionary is an important study skill. The exercises in this section, which are elementary in nature, are aimed at giving the learners a few tips about how to consult a dictionary. The following tasks have been selected for practice in the exercises :

- locating required word in a dictionary with the help of one's familiarity with the alphabetical order in English ;
- judging whether the required word can be found on a particular page of the dictionary or not by consulting the headwords on the page ;
- choosing, from among the several meanings given, the meaning of the word which applies in the context.

It would be a good idea for the learners to buy a good dictionary and use it. *The International Reader's Dictionary* by Michael West published by the English Language Book Society (ELBS) and the Long man Group may be just the right kind of dictionary for learners at this level (The paperback edition of this dictionary is very reasonably priced)

#### 2.1.8 Structure :

In this section, some of the major structures listed in the syllabus for class V have been selected for practice. These items can be taught in the context of the reading passages as they figure in the passages. Brief explanations, which are elementary in nature, are offered regarding the item being practised wherever necessary. For further guidance, the teacher can consult a good grammar book such as *A Practical English Grammar* by Thomson and Martinet ; most of the explanations in this Reader have been borrowed from this book.

In the exercises in this section, learners are asked to frame sentences using the item either following a model or from a substitution table. The teacher will have to make sure that the sentences produced by the learners are meaningful. The exercises can be done orally in the class (the teacher may follow the same steps as in 2.1.4 above) and the learners can be asked to write them down as a home task.

#### 2.1.9 Composition :

The exercises included in this section can be called 'controlled composition tasks'. In a task of this kind, there is a lot of control exercised over the learners' writing. Such tasks are necessary at this level where the learners' proficiency in the language is not yet adequate for original writing.

In some of the tasks included in this section, the learners are asked to study a jumbled sequence of sentences carefully and to reorder them in such a way that the resulting sequence is logical and meaningful.

In the other kind of task, the learners are asked to expand a set of ideas / points into a simple story.

You may find it useful to follow the procedure suggested below while handling this section.

- Ask learners to read the given sentences or ideas / points silently.
- Ask a few questions to make sure that they have understood what they are required to do.
- Explain the meanings of unfamiliar words, if any.
- Prepare learners orally to attempt the writing task.
- Ask learners to write the composition, either in class or at home.

### 2.2 Poems

Seven poems have been included in the book. They are for reading, understanding, and enjoyment. Care has been taken to ensure that the themes of the poems are within the grasp of learners at this level. An attempt has also been made to make sure that the poems do not pose too many linguistic or conceptual difficulties to the learners.

You may follow the procedure suggested below while teaching the poems.

- Introduce the poem through a brief discussion.
- Recite the poem.
- Explain the meanings of difficult words / phrases, if any.
- Ask the learners to read the poem silently.
- Ask the learners to work through the questions based on the poem.
- Discuss learners answers to the questions.
- Make learners read the poem aloud individually.

### 3. Scheme of Work

3.1 Each lesson in the Reader can be taught in about ten periods. Some lessons will need more time, some less. Each section in a lesson may take number of periods suggested below :

|                                    |                   |
|------------------------------------|-------------------|
| Comprehension                      | 3 periods         |
| Vocabulary                         | 2 periods         |
| Spelling Punctuation               | 1 period          |
| Pronunciation Using the dictionary | 1 period          |
| Structure                          | 1 period          |
| Composition                        | 2 periods         |
| <b>Total :</b>                     | <b>10 periods</b> |

3.2 Given below is a possible allocation of teaching time. The teacher will have to change this to suit his / her class and school.

|                       |                    |
|-----------------------|--------------------|
| Detailed Reader       |                    |
| — Prose lessons       | 150 periods        |
| — Poems               | 10 periods         |
| Workbook              | 50 periods         |
| Supplementary Reader  | 30 periods         |
| Tests, Revision, etc. | 10 periods         |
| <b>Total :</b>        | <b>250 periods</b> |



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## OUR NATIONAL ANTHEM

### FULL VERSION

Jana gana mana adhinayaka jaya he  
Bharatha bhagya-vidhata,

Punjab Sindhu Gujarata Maratha  
Dravida Utkala Banga,

Vindhya Himachala Jamuna Ganga  
Uchchala jaladhi taranga

Tava shubha name jage  
Tava shubha asisha mange  
Gae tava jaya gatha

Jana gana mangala-dayaka jaya he  
Bharatha bhagya-vidhata,

Jaya he, jaya he, jaya he,  
Jaya jaya jaya jaya he

### SHORT VERSION

Jana gana mana adhinayaka jaya he  
Bharatha bhagya-vidhata

Jaya he, jaya he, jaya he,  
Jaya jaya jaya jaya he

— o —

## PLEDGE

India is my country, all Indians are my brothers and sisters.

I love my country, and I am proud of its rich and varied heritage. I shall always strive to be worthy of it.

I shall give my parents, teachers and all elders respect, and treat every one with courtesy.

To my country and my people, I pledge my devotion

In their well-being and prosperity alone lies my happiness.

— o —

## 1. THE SECRET OF HAPPINESS

Long ago, in the city of Ujjain, there lived a poor tailor whose name was Ramphal. Being poor, he had to live and work in one little room, with his wife and three small children. The children fought with each other and made so much noise that Ramphal was not able to do his work. The children took away his needles, cut themselves with his scissors and spoilt the pieces of cloth which Ramphal had to make into clothes. Sometimes Ramphal's wife got angry with him and shouted at him. He was very unhappy and did not know what to do.

At last, Ramphal went to a wise pandit who lived in a temple near his house, and told him all about his troubles. The pandit listened to him carefully and then said, "Ramphal, do you have a hen in your house?"

"No, sir", Ramphal replied.

"Then buy one," the pandit said to him. "Come back to me after a week and I will tell you what to do."

After a week, Ramphal returned to the pandit and said, "The hen runs all over the house and makes everything dirty. My wife is very angry with me."

The pandit thought for a while and said "Don't worry. Get a cat, and after a week, come and see me again."

After a week, Ramphal came back looking more unhappy than before. "Panditji," he said, "there is no peace<sup>2</sup> at home now. The children fight as usual and the cat chases<sup>3</sup> the hen all over the house. The hen makes even more noise than the children."

"Now get a dog," the pandit said to him, "and see me after a week."

Another week passed. When Ramphal came back, he looked pale and ill. He had not slept at all for several days and there were dark rings around his eyes. He began to weep as soon as he saw the pandit.

"Panditji," he said, "things were much better before the animals came into the house. Now the dog fights with the cat all the time, and the hen fights with both of them. The children are as noisy as ever, and my wife is so angry with me that she does not even talk to me."

"Get a donkey from one of your friends," the pandit said.



Ramphal was very unhappy and did not know what to do



"A donkey?" Ramphal asked. "Please do not ask me to keep a donkey now. There is no room in the house even for me. Where shall I keep a donkey?"

But the pandit only smiled. "Do as I say, and come back to me after a week," he said.

A week later, Ramphal came back, looking half dead. The donkey had kicked him, the dog had bitten him and the cat had scratched his face with its claws. There was no room in the house for him now and he had been sleeping under a tree all week. And his wife had refused to give him anything to eat.

"Panditji," he said, "can't you see I am miserable<sup>4</sup>? Won't you help me?"

"Return the donkey to your friend," the pandit said. "Come back to me next week."

"I don't think I'll be alive next week," Ramphal said.

But when he returned after a week, he looked much more cheerful<sup>5</sup>.

"The dog and the cat still fight," he said, "but there is no donkey to kick me now. And I can sleep inside the house again."

"Get rid of the dog, and see me after a week", the pandit said.

When Ramphal returned after a week, his face was shining with happiness.

"There is no dog to bite me now," he said. "The cat and hen still fight, but things are much better than they were."

"I'm glad to hear that," the pandit said. "Now give the cat and the hen away, and come back next week."

Next week Ramphal rushed into the temple, his face covered with smiles.

"How are things with you now, Ramphal?" the pandit asked.

"Panditji," Ramphal said, "I'm the happiest man in the whole world. I have three lovely children, a wonderful wife, and a beautiful little house to live in. What more does a man need?"

"Ramphal," the pandit told him, "now you have learnt the secret<sup>6</sup> of happiness. Be satisfied with what you have, and you will always be happy."

#### A. Meanings and Notes

1. Wise : having a lot of knowledge
2. peace : (here) calm, quietness
3. chases : runs after, tries to catch
4. miserable : very unhappy
5. cheerful : happy
6. secret : hidden reason for something

#### B. Comprehension

Answer the questions below :

1. Who was Ramphal? Where did he live?
2. Why did Ramphal go and see the pandit?
3. When Ramphal went to see the pandit the first time, what did the pandit ask him to do?
4. Did things improve when Ramphal did what the pandit had asked him to do?
5. What happened when Ramphal took a dog home?
6. Why did Ramphal look cheerful when he went back to the pandit after giving away the donkey?
7. When Ramphal returned to the temple after giving away the cat and the hen, his face was covered with smiles. Why?
8. According to the pandit, what was the secret of happiness?

#### C. Vocabulary — 1

You will find two groups of words under A and B below. Match each word under A with its opposite under B.

Example : small - big

| A            | B          |
|--------------|------------|
| 1. alive     | (a) clean  |
| 2. small     | (b) bright |
| 3. beautiful | (c) dead   |
| 4. poor      | (d) big    |
| 5. happy     | (e) well   |
| 6. dirty     | (f) quiet  |
| 7. ill       | (g) rich   |
| 8. dark      | (h) ugly   |
| 9. better    | (i) sad    |
| 10. noisy    | (j) worse  |

#### D. Vocabulary — 2

Each of the pairs of words in the brackets below sound the same, but they are different in meaning and spelling. Which of the two words should you use in each sentence? The first one is done for you as an example.

1. Our Principal will not be in town next *week*. She is going to Madras to attend a meeting. (*week*, *weak*).
2. The child looked very \_\_\_\_\_ after his illness. (*pail*, *pale*)
3. My father will \_\_\_\_\_ a colour television set next month. (*buy*, *by*)
4. Can I come and \_\_\_\_\_ you at your house tomorrow evening? (*sea*, *see*)
5. Sheetal cut a large \_\_\_\_\_ of cake for herself and a small one for her little sister. (*peace*, *piece*)

#### E. Spelling

Supply the missing letter or letters in each of the words given below. Use the information in the brackets.

1. cleve — r (What a fool is not !)
2. tail — — (Person who makes clothes)
3. d — rty (Mother hates my being this !)
4. s — cret (Something you don't tell anyone)
5. shin — (The sun does this every day)
6. sev — ral (two or more ; not many)
7. tr — — ble (Nobody wants to have this !)
8. fr — — nd (Not an enemy !)

#### F. Structure

(a) Look at the following sentences from the story.

1. When Ramphal came back, he looked pale and ill.
2. When he returned after a week, he looked much more cheerful.
3. When Ramphal returned after a week, his face was shining with happiness.

When did Ramphal look pale and ill? When he came back.

When did he look much more cheerful? When he returned after a week.

When did Ramphal's face shine with happiness?

When he returned after a week.

The word *when* has been used in all the three sentences above (sentences 1, 2 and 3). The word *when* tells us about time.



(b) Now look at the sentence below :

Kaushik reached home. He was tired and hungry.

We can combine these two sentences using *when* in the following way :

When Kaushik reached home, he was tired and hungry.

Now combine each pair of sentences below using the word *when* as in the example above.

- (a) Ramphal came back to the temple. He looked more unhappy than before.
- (b) Ramphal told the pandit about his troubles. The pandit listened to him carefully.
- (c) Ramphal rushed into the temple. His face was covered with smiles.
- (d) Gopal came to my house last evening. He looked terribly worried.
- (e) Uttam came to our house to work. He was very young.
- (f) Kalpana started dancing. She was hardly five years old.

#### G. Composition

Read the sentences given below carefully. Then put them in the right order and tell the story about Chinnappa, the cobbler. Chinnappa was a poor cobbler.

Chinnappa's wife asked him for money all the time and always quarrelled with him.

He lived and worked in a small room with his wife and six children.

The children always fought with one another and spoilt his tools. "How are you?" said the priest.

One day, Chinnappa went to a priest and told him about his troubles.

After a month, Chinnappa went back to the priest looking miserable.

The priest said to him, "Send your wife and children away to your father-in-law's house. Come and see me after a month."

"Things were much better before I sent my wife and children away," Chinnappa replied. "Now I have to cook food myself. I have to go and buy things myself. I have no time left for my own work."

After a fortnight, Chinnappa went back to the priest looking very cheerful.

"Now write a letter to your wife, and ask her and the children to come back. See me after a fortnight," the priest said.

"How are you now?" said the priest.

"I am glad to hear that," said the priest.

"My family is back. I have no problem now," replied Chinnappa. "I don't have to cook now. My wife even helps me in my work. It is very nice to have the children around. My work is going on very well. No man can be happier than me."

## 2. BLACK BEAUTY

My first home was a beautiful wide field with a pond of clean water in it. Standing in the field, I could see my master's house at the side of the road.

When I was very young, I drank my mother's milk, ran by her side the whole day and slept near her at night. Then, when I was older and was able to eat grass, my mother went out to work in the day and came back at night. Her work was pulling my master's carriage<sup>1</sup>. While mother was away at work, I used to play in the field with six other young horses. Together, we used to run round and round the field as fast as we could. Sometimes we kicked or bit one another.

One day my mother saw our play. She called me and said, "Listen carefully to what I am going to say to you. Your grandfather was a famous race horse<sup>2</sup>. Your father has a great name in this part of the country. Your grandmother was the sweetest horse I have ever seen, and I'm sure you have never seen me kick or bite anyone. You must work hard and earn a good name because you come from a good family."

I never forgot her words.

When I was four years old, my training started. I had to learn how to carry people on my back, how to pull a carriage, how to go as quickly or slowly as my rider wanted me to go, and many other things. My master was a very gentle and kind teacher and he never punished me. I learnt my lessons well.

Soon a man, whose name was Gordon, bought me from my master. When Gordon came to take me away, my master came to me and spoke very gently. "Good bye," he said, "be a good horse, and always do your best." I could not speak, so I put my nose into his hand. Later that day I went away to my new home.

Mr. Gordon had two horses already. One was a big horse called Ginger, and the other was a little pony<sup>3</sup> called Merrylegs. Merrylegs was quite old. He pulled Mrs. Gordon's carriage. He had also taught many children how to ride.

At first Ginger did not like me. She was a beautiful horse but she used to kick and bite. One day, Merrylegs said, "Don't be angry with Ginger. When she was young, people were cruel to her. She works hard and you will soon learn to like her." Soon Ginger and I became good friends and pulled our master's carriage together.

The first time my master's wife saw me, she said to him, "Shall we call him Black Beauty?" My master thought it was a good name and he agreed. And that is how I got my name.

A man called John looked after us. He knew every thing about horses. He loved us and we also loved him. A young boy, whose name was James, used to help him.

One day my master had to go to town on some business. I was put into the dog-cart<sup>4</sup> and John came with us. When we got to town, I had a good meal and rest. My master's business took a long time and we did not start back till quite late in the evening. It became very dark and soon it began to rain heavily. The wind was very strong and thunder crashed in the sky. We had to cross a bridge over the river. When we got to the bridge and my feet touched it, I was certain that there was something wrong. I did not want to go forward and so I came to a



**complete** stop. John jumped out of the dog-cart, came to me and said, "Come on, Beauty, what is wrong?" I was not able to say anything, but I was certain that the bridge was not safe. John tried again and again to make me cross the bridge but I **refused**. He got angry with me and so did my master.

**Suddenly** we saw a light on the other side of the river. A man was running along the bank holding the light and shouting, "Don't cross! Don't cross! The bridge has **broken** in the **middle**."

"What a chance!" said my master. "You saved our lives, you beautiful horse!" said John. Then we drove along another road and **reached** home.

I had now been living in Mr. Gordon's place for three years. We were all very happy and well looked after but from time to time there were signs that my master's wife was not keeping well.

One evening I was already asleep in the stable<sup>6</sup> when John came in with a light. My master was also with him.

"John, you should rush to town **immediately** and fetch<sup>7</sup> Dr. White," my master said to John. "Give Black Beauty a rest there and return as soon as you can."

John jumped on my back and we raced away. Mrs. Gordon had taken ill and we had to fetch the doctor as quickly as possible. I ran very fast that night. My heart was beating **wildly** and my legs felt heavy but I did not stop.

Soon we were at the doctor's house and John knocked loudly on his door. I was feeling very hot and tired. When the doctor came out John told him about Mrs. Gordon's illness. The doctor went back into the house, got dressed quickly, and came out.

"John, there is a little problem," the doctor said. "My horse is ill. Can I ride yours?"



"Don't cross! Don't cross! The bridge has broken in the middle."

John pulled my ears **gently**. "He is very tired already, doctor," he said, "but he is a lovely horse, and he will do his best."

The doctor got on my back. He was a heavy man and did not ride well, but I did not complain and ran towards home as fast as I could. Poor John had to walk back.

When we reached home, my master took the doctor into the house and young James took me to the stable. I was very hot but James did not rub me or put a **blanket** on my back. Instead he gave me a **bucketful** of cold water and I drank it all.

Soon I began to feel very cold and I started **shivering**. I wanted to lie down. But my back and legs hurt badly and I could not sleep.

At last John returned. When he saw me, he knew at once how I was feeling. He covered me with a blanket and gave me something hot to drink. "My poor Beauty," he said.

For many days I was very ill. My master came to see me every day. "You saved your mistress's life, Beauty," he said many times.

Some weeks later when I was quite well again, and **resting** under the trees in our field, James called me. He took me into the garden where my mistress was sitting in a chair. It was the first time that she had come out of the house since her illness. She got up and put her hands round my neck. "Thank you, dear Black Beauty," she said.

And so the days passed very happily for me and my friends.

#### A. Meanings and Notes

1. carriage : vehicle with wheels drawn by horses



2. race horse : horse kept or bred for racing
3. pony : small horse
4. dog-cart : (here) light vehicle with two wheels drawn by horses
5. refused : was unwilling to do or give what was asked
6. stable : building where horses, cattle, etc., are kept
7. fetch : go and bring

#### B. Comprehension

Answer the questions below :

1. Who is telling the story of Black Beauty?
2. What work did Black Beauty's mother do?
3. When did Black Beauty's training begin? What were the different things he had to learn?
4. Who gave Black Beauty his name?
5. Why did Black Beauty refuse to cross the bridge when he was taking his master back home?
6. How did Mr. Gordon and John come to know that the bridge had broken?
7. Why did John and Black Beauty race away to town?
8. Why did Black Beauty have to return home with the doctor without getting any rest in town?
9. How did Black Beauty fall ill?
10. How did Black Beauty save his mistress's life?



### C. Vocabulary — 1

Given below under A are a few words from the story 'Black Beauty'. Some meanings have been given under B. Match each word under A with its meaning given under B.

| A           | B  |
|-------------|--|
| 1. famous   | (a) to express unhappiness                     |
| 2. cruel    | (b) to shake or tremble with cold              |
| 3. certain  | (c) well-known                                 |
| 4. thunder  | (d) sure                                       |
| 5. complain | (e) unkind                                     |
| 6. shiver   | (f) loud sound heard in the sky during a storm |

### D. Vocabulary — 2

Given below are some words that appear in the story 'Black Beauty'. Also given are a few sentences with blanks in them.

Fill in the blanks in each sentence with a suitable word, selecting the word from those given.

|          |         |       |        |
|----------|---------|-------|--------|
| punished | refused | bank  | stable |
| bridge   | safe    | tired | rushed |

- When Raju spoke rudely to his friend, his mother \_\_\_\_\_ him.
- Even though Black Beauty was very \_\_\_\_\_ he rushed back home with the doctor without complaining.
- It is not \_\_\_\_\_ to drive fast when it is raining.
- Once there was a fire in Black Beauty's \_\_\_\_\_ but he managed to escape unhurt.
- Can you see that temple on the \_\_\_\_\_ of the river? My house is behind it.
- Black Beauty \_\_\_\_\_ to cross the bridge because he knew that it was not safe to do so.
- A new \_\_\_\_\_ is being built across the river Mahanandi. It is going to cost several crores of rupees to build it.
- John and Black Beauty \_\_\_\_\_ to town to fetch the doctor.

### E. Spelling

All the words given below have been spelt incorrectly. Write down the correct spelling in each case.

|           |            |            |         |
|-----------|------------|------------|---------|
| feild     | carraige   | trianing   | contry  |
| busness   | beautifuli | reffuse    | stabel  |
| immediate | knoked     | shiverring | mistres |

### F. Structure

Look at this sentence from the story.

- Together, we used to run round and round the field as fast as we could.  
How did we run? *As fast as we could.*

In sentence 1, the word *fast* is an adverb. It gives us more information about the verb *ran*. In this sentence, *fast* is in its 'positive' form. When an adverb is used in its positive form while making comparisons, it is used with *as — as* (e.g., *as fast as*) with a positive verb. With a negative verb, we can also use *so — as* (e.g., *He doesn't work as slowly as you do.* OR *He doesn't work so slowly as you do.*)

Here are a few more sentences of the above type :

- We had to fetch the doctor *as quickly as* we could.
- Merrylegs couldn't run *as fast as* Ginger could.
- Give Black Beauty a rest there and return *as soon as* you can.
- I can't drive *as well as* my brother can.

Now look at the sentences below :

- An aeroplane travels *faster than* a train does.
- I can swim *better than* Mahesh can.

The words *faster* and *better* in the above sentences are adverbs. They are both in their 'comparative' form. When we use an adverb in its 'comparative' form, we use *than* after it.

Let us look at these sentences now :

- In the running race for girls, Valasamma ran *fastest of all*.
- Raghu behaved *most shamefully* at the party last night.
- I like cricket *best of all* (i.e., Of all games, I like cricket best.)

In these sentences, *fastest*, *most shamefully*, and *best* are all adverbs in the 'superlative' degree.

Fill in the blanks in the following sentences using a suitable form of the adverb given in brackets. The first one is done for you as an example.

- You can stay here as *long* as you like. (long)
- One must treat animals as \_\_\_\_\_ as possible. (kindly)
- Siddharth returned from school \_\_\_\_\_ than his brother did. (early)
- Both my sister and I can sing, but she sings much \_\_\_\_\_ than I can. (well)
- A spacecraft travels much \_\_\_\_\_ an aeroplane. (fast)
- Ramphal faced his problems \_\_\_\_\_ as he could. (bravely)
- All my children work hard, but Satish works \_\_\_\_\_ of all. (hard)
- Ramesh threw the discuss \_\_\_\_\_ of all. (far)
- "Nobody can cook more \_\_\_\_\_ I can," said the servant to his master. (quickly)
- When I asked my sister to wash my clothes, she did it \_\_\_\_\_. (unwillingly)
- I don't snore as \_\_\_\_\_ my brother does. (loudly)
- At the zoo, one monkey came much \_\_\_\_\_ to us \_\_\_\_\_ the rest. (close)

### G. Composition

Read the story below :

Narsing was a blind man. He lived in a small house with his mother. Narsing had kept a dog. The dog's name was Chanakya. Chanakya was a very clever dog. He used to go with his master wherever he went. One day Narsing's mother asked him to go and buy some vegetables. After buying vegetables at the shop, Narsing took out his purse to pay the shopkeeper. Suddenly a man ran up to him, snatched the purse from his hand and started running.

Now complete the story with the help of the ideas given below. Add more details if you like.

Chanakya near his master - saw thief - started barking loudly - chased thief - ran as fast as he could - caught thief - held on to thief's trousers - thief could not run away - some people saw man and dog - got suspicious - caught man and questioned him.

Narsing and shopkeeper reached the place - thief returned purse - Narsing hugged Chanakya - thanked him - everyone praised dog.



## TWO LITTLE KITTENS

Two little kittens, one stormy night,  
 Began to quarrel, and then to fight;  
 One had a mouse, the other had none,  
 4 And that's the way the quarrel began.  
 'I'll have that mouse,' said the biggest cat;  
 'You'll have that mouse? We'll see about that!'  
 'I Will have that mouse,' said the eldest son;  
 8 'You *shan't* have the mouse,' said the little one.  
 I told you before 'twas a stormy night  
 When these two little kittens began to fight;  
 The old woman seized her sweeping broom,  
 12 And swept the two kittens right out of the room.  
 The ground was covered with frost and snow  
 And the two little kittens had nowhere to go:  
 So they laid them down on the mat at the door,  
 16 While the old woman finished sweeping the floor.  
 Then they crept in, as quiet as mice,  
 All wet with the snow, and as cold as ice,  
 For they found it was better, that stormy night,  
 20 To lie down and sleep than to quarrel and fight.

— Anonymous

### A. Meanings and Notes

|      |    |                     |   |
|------|----|---------------------|---|
| line | 1  | stormy night        | : night when the weather is bad, with wind, rain, thunder, etc. |
| line | 8  | shan't              | : shall not   |
| line | 9  | 'twas               | : it was  |
| line | 13 | frost               | : white, powdery snow   |
| line | 15 | they laid them down | : they laid themselves down                                     |
| line | 17 | crept               | : moved slowly and quietly                                      |

### B. Comprehension

Answer the questions below:

1. Why did the two kittens when quarrel?
2. Where were the two kittens when they started quarrelling?
3. What did the old woman do to the kittens?
4. Were the two little kittens happy to be out of the room? How can you tell?
5. What did the kittens do after the old woman had finished sweeping the floor?
6. Did the kittens stop quarrelling with each other? What did they learn?

## 3. THE THREE SNEEZES

Once a farmer climbed up a tree to cut some wood for his stove. His donkey, standing, below the tree, closed its eyes and went to sleep.

Just then a stranger, who was riding a horse, came that way. "Hey man," called out the stranger, "have you ever sawed<sup>1</sup> wood before?"

"Why do you ask me that question?" shouted back the farmer. "If I gather all the wood I have sawed in my life, it will make a big forest."

"I don't believe that," said the stranger.

"Why not?" demanded the farmer.

"Because when you have sawed through that branch on which you are sitting, both you and the branch will fall to the ground."

"You think you are very clever, don't you?" said the farmer, getting angry.

"One need not be a clever man to tell you that" replied the stranger.

"I can see that you know nothing about sawing wood. Talking to you is a waste of time," said the farmer.

Then the stranger went away and the farmer continued sawing. Suddenly there was a terrible crash and the farmer and the branch fell to the ground.

The farmer picked himself up slowly. When he had rubbed all his bruises<sup>2</sup> and found that his back was not broken, he thought about the stranger's words. "Surely that was a wise man, he said to himself," because he told me that the branch and I would fall to the ground and so we did. I have never met such a man before. I will go after him and ask him a few things about my future."

The farmer got on his donkey and they ran after the stranger. Soon they came to a turn-in the road, and there was the stranger, riding his horse.

"Hullo!" cried the farmer.

"What do you want from me?" the stranger asked.

"You can read the future, can't you? Can I ask you a few things about my future?"

"What makes you think I can read the future?"

"You said that when I had sawed through the branch, the branch and I would fall to the ground and so we did," said the farmer.

"Oh," said the stranger, smiling. "I see. Well ask your questions but I can answer only one of them."

"When am I going to die?" asked the farmer.

"That is easy to answer, said the stranger. "You will die when your donkey has sneezed three times."



"Can I ask you one more?" asked the farmer.

"Certainly not! I told you I can answer only one question," replied the stranger and rode away.

"My donkey never sneezes," said the farmer to himself, "so I shall live a long time." And he started for home feeling very happy.

Now donkeys are very **stubborn**, and they always do the thing they should not do. So it was not long before the donkey opened its mouth and —AATSHOUM!

The farmer was **shocked**. All his happiness changed into fear. He jumped down from the donkey's back and pressed both his hands against the donkey's nose to stop the next sneeze. (Everybody knows that one always sneezes more than once). "How can my donkey be such a fool?" he said to himself and stood there, trembling.

After a while he **decided** to resume<sup>4</sup> his trip, but now he did not dare ride the donkey because he did not want it to sneeze again. So he walked beside the donkey.

Soon they came to a **freshly ploughed** field and the farmer stopped there for a while to **admire** the rich earth. "A fine crop of wheat would grow here next summer," he said to himself and bent down to touch the earth, and—

AATSHOUM! Sneezed the donkey for the second time.

The farmer snatched his hat, put it over the donkey's nose, and held it tight.

"Two sneezes already!" he cried. "I am only one sneeze away from death. Surely I am the most unhappy man alive. That stranger must have been the **devil**. He not only told the future, but he is making my donkey sneeze."

Meanwhile the farmer was holding the hat too **tightly** over the donkey's nose, and the donkey, unable to breathe jumped and **kicked** him.

"I must do something," said the farmer to himself "because if my donkey sneezes again, I will die."

Then he got an idea. He picked up two round stones and placed them in the donkey's **nostrils**, like **corks** in a bottle. "There, just let him try to sneeze those out," he said.

AATSHOUM!

The stones flew out like **bullets** from a gun and hit the farmer in the face.

"Oh! Oh!" cried the farmer, "I am dead, very, very dead."

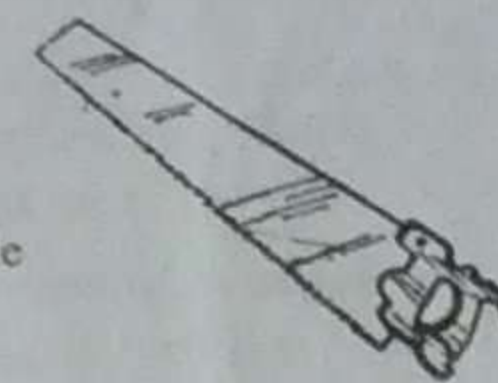


The farmer snatched his hat, put it over the donkey's nose, and held it tight

And he lay down on the road because it is not right for a dead man to stand up.

#### A. Meanings and Notes

1. sawed : cut (with a tool having a sharp edge)
2. bruises : injuries caused by a blow or a knock
3. stubborn : difficult to deal with
4. resume : continue something after stopping it for a while
5. ploughed : (used as an adjective here) dug, broken up



saw

#### B. Comprehension

Answer the questions below :

1. Why had the farmer climbed up a tree?
2. Why did the stranger tell the farmer that he and the branch would fall to the ground?
3. Did the farmer believe what the stranger had told him? Why?
4. What happened to the farmer after the stranger had gone away?
5. Why did the farmer feel that the stranger was a wise man? Why did he want to go after the stranger?
6. What question did the farmer ask the stranger about his future?
7. What answer did the stranger give to the farmer's question?
8. Why did the farmer's happiness change into fear?
9. After his donkey had sneezed twice, what did the farmer do to stop it from sneezing again?
10. Why did the farmer cry out, "I am dead, very very dead?"
11. Do you think the farmer was clever? Or do you think he was stupid? Why do you think so?

#### C. Vocabulary — 1

All the words given below can be used both as nouns and verbs.

shock crash sneeze press answer hit

Given below are a few pairs of incomplete sentences. Against each pair you will find one of the words given above. Complete each sentence with a suitable form of the word given in brackets. The first one is done for you as an example.

1. (a) The news of Mr. Solomon's death came as a *shock* to everyone who knew him.  
(b) In 1983, the Indian Cricket team *shocked* the West Indies team; the Indians defeated them in the World Cup Cricket finals. [shock]
2. (a) "Your \_\_\_\_\_ to the question is wrong," said the teacher to Manoj.  
(b) "What is *it*?" the teacher asked; "*It* is a pronoun," Malati \_\_\_\_\_ [answer]
3. (a) When one catches cold, one \_\_\_\_\_ a lot.  
(b) Some people think that a single \_\_\_\_\_ is a sign of bad luck. [sneeze]
4. (a) Kapil Dev's \_\_\_\_\_ to the boundary was so powerful that the ball got lost.  
(b) In Cricket, when you \_\_\_\_\_ a boundary, you get four runs. [hit]
5. (a) The car \_\_\_\_\_ into a tree while trying to avoid a boy who was running across the street.  
(b) The farmer and a branch of the tree fell to the ground with a terrible \_\_\_\_\_. [crash]
6. (a) The child \_\_\_\_\_ the button on the back of the doll, and it started dancing.  
(b) Do you know in which \_\_\_\_\_ this book was printed? [press]

#### D. Vocabulary — 2

Given below are a few words taken from the story 'The Three Sneezes'. Against each word, you will find three meanings. Select the best meaning for each word.

1. gather (a) to collect  
(b) to give away  
(c) to spread



2. admire
  - (a) to command a ship
  - (b) to look at something with pleasure
  - (c) to feel jealous
3. snatch
  - (a) to take away something by cheating
  - (b) to take away something gently
  - (c) to take away something suddenly
4. demand
  - (a) to beg for something
  - (b) to accept something
  - (c) to ask for something as a right

You can use meaningfully, only one of the four words above (*gather, admire, snatch, demand*) in each of the following sentences. Fill in the blank in each sentence with the correct word. Remember to use a suitable form of the word.

- (a) The monkey — the banana from the child's hand and ran away.
- (b) Ramayya had lent one hundred rupees to Dharmayya. When Dharmayya didn't return the money for a long time. Ramayya went to him and — his money back.
- (c) Yesterday, my sister dropped a glass on the floor and it broke. I had to — all the broken pieces of glass and throw them away.
- (d) Rajan stood in front of his wife's new painting for a long time and — it.

#### E. Pronunciation

In each group of words below, the letter *a* is pronounced differently. Say each word aloud so as to notice the difference.

| A      | B       | C      |
|--------|---------|--------|
| man    | strange | farmer |
| hat    | late    | branch |
| back   | waste   | after  |
| hammer | haste   | answer |
| clash  | race    | ask    |
| crash  | date    | army   |
| snatch | save    | argue  |

#### F. Structure — 1

Look at these sentences from the story.

1. If I *gather* all the wood I have sawed in my life, it *will make* a big forest.
2. If my donkey *sneezes* again, I *will die*.

Now complete the following sentences in the same manner. The first one is done for you as an example.

- (a) If you take this medicine, your health *will improve*. (improve)
- (b) If you start now, you — the railway station in time. (reach)
- (c) If I am better by tomorrow, I — in the match. (play)
- (d) If you finish your homework quickly, we — to see the exhibition. (go)
- (e) If you continue to scold me, I — talking to you. (stop)
- (f) If my father allows me, I — for the picnic. (come)
- (g) If you go to the hills, you — much better. (feel)
- (h) If you work hard, you — well in the examination. (do)

#### G. Structure — 2

Look at the following sentences from the story

- (a) You think you are very clever, don't you?
- (b) You can read the future, can't you?

The underlined words in each of the sentences above make it a question.

Add *don't you* or *can't you* to the following sentences and change them into questions. The first two are done for you as examples.

1. You can sing.  
*You can sing, can't you?*
2. You think I am dull.  
*You think I am dull, don't you?*
3. You can fly aeroplanes.
4. You know my cousin, Satish.
5. You can play chess.
6. You understand what I am saying.
7. You can drive a car.
8. You believe me.
9. You can help me.
10. You think I am dishonest.
11. You can come for the party tomorrow.
12. You love your brother more than anyone else.

#### H. Composition

Use the points below and write a story about a foolish thief called Rahim. You can add more details if you wish.

- (a) Karim and Rahim - both farmers - neighbours
- (b) Karim's wife bought a lamb - became very fond of it
- (c) One day Karim and wife returned from work - lamb missing
- (d) Someone said : Rahim stole lamb
- (e) Karim went to neighbour - asked about lamb
- (f) Rahim said he also bought lamb - but his lamb black - showed Karim lamb - lamb very much like Karim's - but not white - Karim not happy - but could not say anything - returned home.
- (g) evening - heavy rain - Karim's wife very unhappy - asked husband to go again and check
- (h) Karim went back - Rahim looked worried - black lamb turned white - lamb Karim's - Rahim had painted lamb black - lamb returned to owner - Karim's wife very happy - everyone made fun of Rahim



#### 4. THE QAZI'S JUDGEMENT

Sultan Giasuddin was a famous king who ruled over eastern India. One day, while he was hunting, one of his arrows killed a little boy. The boy was the only son of a poor widow. The woman reported the matter to the Magistrate, who was known as the Qazi.

The Qazi did not know what he should do. If he accepted the case, he would have to punish the Sultan. If he did not accept the case, he would be committing a sin before God. After thinking deeply about the matter, the Qazi decided to accept the complaint, and he asked the widow to be present in the court the next day. He told her that he would summon the Sultan to his court.

Then the Qazi had to summon the Sultan to the court. But to do this he had to find a messenger. He asked one of his assistants to go and give the message to the Sultan.

The assistant began to tremble. If he disobeyed the Qazi's order, he would be punished. On the other hand, if he summoned the Sultan, he might lose his head.

He wondered what he should do, and at last he went and stood outside the Sultan's palace. He did not have the courage to go in. He wanted to return, but then the Qazi would dismiss him. At last he thought of a plan. In a loud voice he uttered the call to prayer though it was not the right time for it. When the Sultan heard this, he ordered the man who had made the call to come before him.

Trembling with fear, the messenger faced the Sultan. The Sultan asked him why he had made the call to prayer at the wrong time. With folded hands the messenger said, "O Lord, forgive me. I have to do my duty. The Qazi has sent me to summon you to his court. You are to appear before him tomorrow morning. I was too scared to come straight to you, so I said the call to prayer to attract your attention."

The Sultan was pleased with the messenger. He told him that he would appear before the Qazi the next day.

The next morning the Sultan left for the Qazi's court. He had a sharp sword hidden under his robe.

The Qazi was holding his court. The room was packed with people, all eager to hear a case against the Sultan of the country.

Sultan Giasuddin entered. Everybody stood up, but the Qazi remained sitting. He called the widow and asked her to explain her case. She described what had happened.

The Qazi then said, "Sultan, you have killed the only son of this widow. You are accused of killing a poor woman's child. It is a great loss for her and I order you to make good her loss."

The Sultan at once apologized to the widow. He told the Qazi that he would give her gold and gems so that she could live in comfort.

When the case was over, the Qazi rose from his chair. With great respect he offered his seat to the Sultan.

14

The Sultan said, "Qazi, if you hesitated to make your judgement because I was the accused, I would have cut off your head with this sword." And Giasuddin took out the sword from under his robe.

15

Bowing his head, the Qazi said, "Sir, if you had disobeyed my order, I would have taken the skin off your back with this whip." And he took out a leather whip from under his robe. "Thanks be to God, we both fulfilled our duty," he said.

16

The Sultan was very pleased and he hugged his fearless Qazi. Then the whole crowd cheered them.



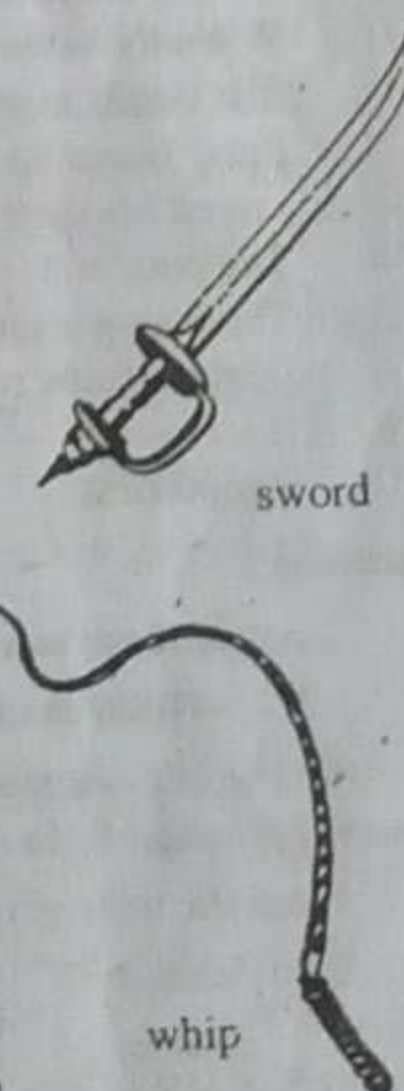
"Thanks be to God, we both fulfilled our duty"

#### A. Meanings and Notes

- |                       |   |
|-----------------------|---|
| 1. complaint          | : statement of unhappiness, grief, pain, etc.   |
| 2. summon             | : to call or send for someone to appear in a law court  |
| 3. messenger          | : person who carries a message for someone  |
| 4. wondered           | : asked oneself   |
| 5. sword              | : long steel blade with a handle, used as a weapon  |
| 6. robe               | : long, loose garment worn by kings, judges, magistrates, etc.  |
| 7. make good her loss | : to pay her for what she lost  |
| 8. apologized         | : said one was sorry  |
| 9. accused            | : (here) person who has done something wrong, who has broken the law                                    |
| 10. whip              | : a cord or a strip of leather attached to a handle, used while riding a horse or for punishing persons |

#### B. Comprehension

- What was the widow's complaint to the Qazi about?
- Why did the Qazi have to think deeply about the widow's complaint?
- What did the Qazi do in order to summon the Sultan to his court?
- How did the Qazi's assistant manage to attract the Sultan's attention?
- When the Sultan entered the Qazi's court, everyone stood up but the Qazi remained sitting. Why?
  - because he was busy
  - because he was angry with the Sultan
  - because the Sultan had come to his court as an accused
 (Put a ✓ mark against your choice.)





6. What decision did the Qazi take in the case against the Sultan?
7. When the case was over, why did the Qazi offer *his own* seat to the Sultan?
8. Do you think that the sultan was unhappy about the Qazi's judgement in the case? How can you tell?
9. Do you think that the Qazi was a brave man? Why / why not?
10. Did you like the Qazi for what he did? Why / why not?

### C. Vocabulary — 1

Given below are a few meanings. Go back to the story and find a word in the story which means the same as each of the following. In the brackets you will find the number of the paragraph in which the word occurs.

1. woman whose husband is dead (*para 1*)
2. act of breaking God's laws (*para 2*)
3. person who helps someone in his work (*para 3*)
4. quality of being able to meet danger without being afraid (*para 5*)
5. frightened (*para 6*)
6. precious stones or jewels (*para 12*)
7. bending one's head or body as a sign of respect for someone (*para 15*)
8. performed or carried out a task, duty, etc. (*para 15*)

### D. Vocabulary — 2

The Sultan hugged his *fearless* Qazi.

The word *fearless* means *without fear*. The word *fearless* is made from the noun *fear* by adding -less to it. *Fearless* is an adjective.

Change the following nouns into adjectives by adding -less to them.

home power count help sense speech  
breath child use hope

Now use some of the adjectives you formed above in the following sentences:

1. When the widow learnt that her son had been killed, she was \_\_\_\_\_ with grief.
2. The floods in the Brahmaputra left thousands of people \_\_\_\_\_ and poor.
3. Sunil Gavaskar received \_\_\_\_\_ number of letters from his fans all over the country when he scored his thirtieth test century.
4. The poor and \_\_\_\_\_ widow reported her son's death to the magistrate.
5. The doctor examined the patient and said that his condition was \_\_\_\_\_. He said that the patient might die any moment.
6. It was very \_\_\_\_\_ of the young man to have refused that job. It is very difficult to get a job in such a good firm.

### E. Spelling

Look at these words:

movement judgement

The word *movement* is a noun. It is formed from the verb *move* by adding -ment to it. Similarly the word *judgement* is formed from the verb *judge* by adding -ment to it.

From the table given below, from words ending with -ment.

|            |          |          |
|------------|----------|----------|
| 1. develop |          | 1. _____ |
| 2. appoint |          | 2. _____ |
| 3. excite  |          | 3. _____ |
| 4. enjoy   | + ment → | 4. _____ |
| 5. agree   |          | 5. _____ |
| 6. punish  |          | 6. _____ |
| 7. refresh |          | 7. _____ |
| 8. improve |          | 8. _____ |

### F. Pronunciation—1

Look at this sentence from the story.

And Giasuddin took out the sword from under his robe.

When we say the word *sword*, we do not pronounce the letter *w* in it. The letter *w* in the word *sword* is silent.

In each of the words given below, the letter in italics is not pronounced; it is 'silent'. Say each word aloud.

|        |       |         |         |       |
|--------|-------|---------|---------|-------|
| balm   | bomb  | plumber | lamb    | sign  |
| knight | knife | chalk   | walk    | reign |
| listen | know  | fasten  | glister | numb  |

### G. Pronunciation — 2

Look at these sentences:

Sultan Giasuddin *ruled* over eastern India.

The woman *reported* the matter to the Magistrate.

The Qazi *asked* the widow to be present in the court the next day.

All the words underlined in the above sentences are past tense forms of verbs. They all end in -ed. But we pronounce the -ed differently in the three verbs.

The -ed ending is pronounced *d* in *ruled*, *t* in *asked*, and *id* in *reported*.

1. Say the following words aloud. Remember that the -ed ending is pronounced *d* in these words.

|         |        |           |            |
|---------|--------|-----------|------------|
| killed  | obeyed | uttered   | ordered    |
| entered | called | described | apologized |
| offered | filled | hugged    | cheered    |

2. The -ed ending is pronounced *t* in the following words. Say each word aloud.

|          |        |         |         |
|----------|--------|---------|---------|
| punished | faced  | packed  | laughed |
| missed   | kicked | locked  | knocked |
| finished | hissed | pressed | dressed |

3. In the following words, the -ed ending is pronounced *id*. Say each word aloud.

|           |              |           |             |
|-----------|--------------|-----------|-------------|
| accepted  | decided      | hesitated | corrected   |
| rejected  | protested    | waited    | collected   |
| respected | disappointed | objected  | appreciated |

### H. Structure

Look at the following sentences from the story:

1. He told her that he would summon the sultan to his court.
2. He told the Qazi that he would give her gold and gems so that she could live in comfort.

These were not the exact words used by the speakers (the Qazi in sentence 1 and the Sultan in sentence 2). What the speakers said has been *reported* in the above sentences. The sentences above are in *reported speech* (also called *indirect speech*).

- 1 (a) What were the actual words used by the speakers? Look at the sentences below:

He said to her, "I will summon the Sultan to my court."

He said to the Qazi, "I will give her gold and gems so that she can live in comfort."

- 2 (a) Sentences 1(a) and 2(a) are in *direct speech*. In direct speech we repeat the speaker's exact words.

Note that in 1(a) the speaker's words are within inverted commas. But in 1, they are not. In 1, we have used the word *that* after the words *He told her*. The word *I* in 1(a) becomes *he* in 1, *my* becomes *his*, and the verb *will* becomes *would* (The verb *told* is the past tense form of *tell*. The verb *will* is in the present tense. In reported speech, its past tense form *would* is used in sentences like 1 and 2).



Also note that *said to* becomes *told* in indirect speech.

Now look at sentences 2 and 2 (a) Notice the use of *that* after the words *He told the Qazi*. *I* in 2(a) has been changed to *he* in 2, *will* has been changed to *would* and *can* to *could*

Rewrite the following sentences in indirect speech using sentences 1 and 2 as models.

1. The Qazi said to the widow, "I will accept your complaint."
2. The Sultan said to the Qazi, "I will give the widow a job as well."
3. The teacher said to the students, "I will be away from town for a week."
4. He said to the students, "Miss Datta will teach you English during my absence."
5. Ashok said to his wife, "The guests will arrive by six in the evening."
6. The fearless Qazi said to the Sultan, "I can punish you for your crime."
7. The Sultan said to the Qazi, "I will be more careful in future."
8. The Sultan said to the Qazi, "I will always respect your word."

### I. Composition

Use the points given below to write the story of king Solomon and the chalk circle.

Solomon - great and wise king - known all over the world for his wisdom.

One day - two women came to king - one of them with a little boy - about two years old - each woman said she was real mother - both begged Solomon for justice.

Solomon thought about matter carefully - ordered servant to draw circle on ground with chalk - put child inside circle - asked women to stand on either side of circle and pull child - told them real mother would get child - king not responsible if child died during pulling.

Woman who had come with child burst into tears - was not prepared to pull child - other woman prepared to do what king had said.

Solomon declared woman who had burst into tears was real mother - loved child more than other woman - so should keep child.

## THE STAR

- 4 TWINKLE, twinkle little star,  
How I wonder what you are!  
Up above the world so high,  
Like a diamond in the sky.
- 8 When the blazing sun is gone,  
When he nothing shines upon,  
Then you show your little light,  
Twinkle, twinkle, all the night,
- 12 Then the traveller in the dark,  
Thanks you for your tiny spark,  
He could not see which way to go,  
If you did not twinkle so.
- 16 In the dark blue sky you keep,  
And often through my curtains peep,  
For you never shut your eye,  
Till the sun is in the sky.
- 20 As your bright and tiny spark,  
Lights the traveller in the dark —  
Though I know not what you are,  
Twinkle, twinkle, little star.

— Jane Taylor

### A. Meanings and Notes

|      |    |          |   |                                    |
|------|----|----------|---|------------------------------------|
| line | 5  | blazing  | : | burning brightly                   |
| line | 10 | spark    | : | flash of light                     |
| line | 13 | you keep | : | (here) you stay                    |
| line | 14 | peep     | : | to look secretly for a short while |

### B. Comprehension

Answer the questions below :

1. (stanza 1) What does the star look like to the poet?
2. (stanza 2) When does the star show its 'little light'?
- Why does the poet call the star's light 'little'?
3. (stanza 3) How does the star help the traveller in the dark?
4. (stanza 4) Why does the poet say that the star peeps through her curtains? Does the star sleep at all in the night?
5. (stanza 4) Till when does the star continue to twinkle?
6. (stanza 5) What does the poet want the star to keep doing?



## 5. EYES OF ALL SIZES

Did you know that a bee has 12,000 eyes? Or that the largest eyes in the animal world belong to the blue whale? The blue whale's eyeballs are five inches wide. Eyes such as these are not unusual in the animal world. Most animals have eyes that are very different from ours.

Our eyes are the main source of contact with the world around us. But many species<sup>2</sup> other than man have poor eyesight and make up for this handicap<sup>3</sup> by using their other senses such as the sense of smell and the sense of touch.

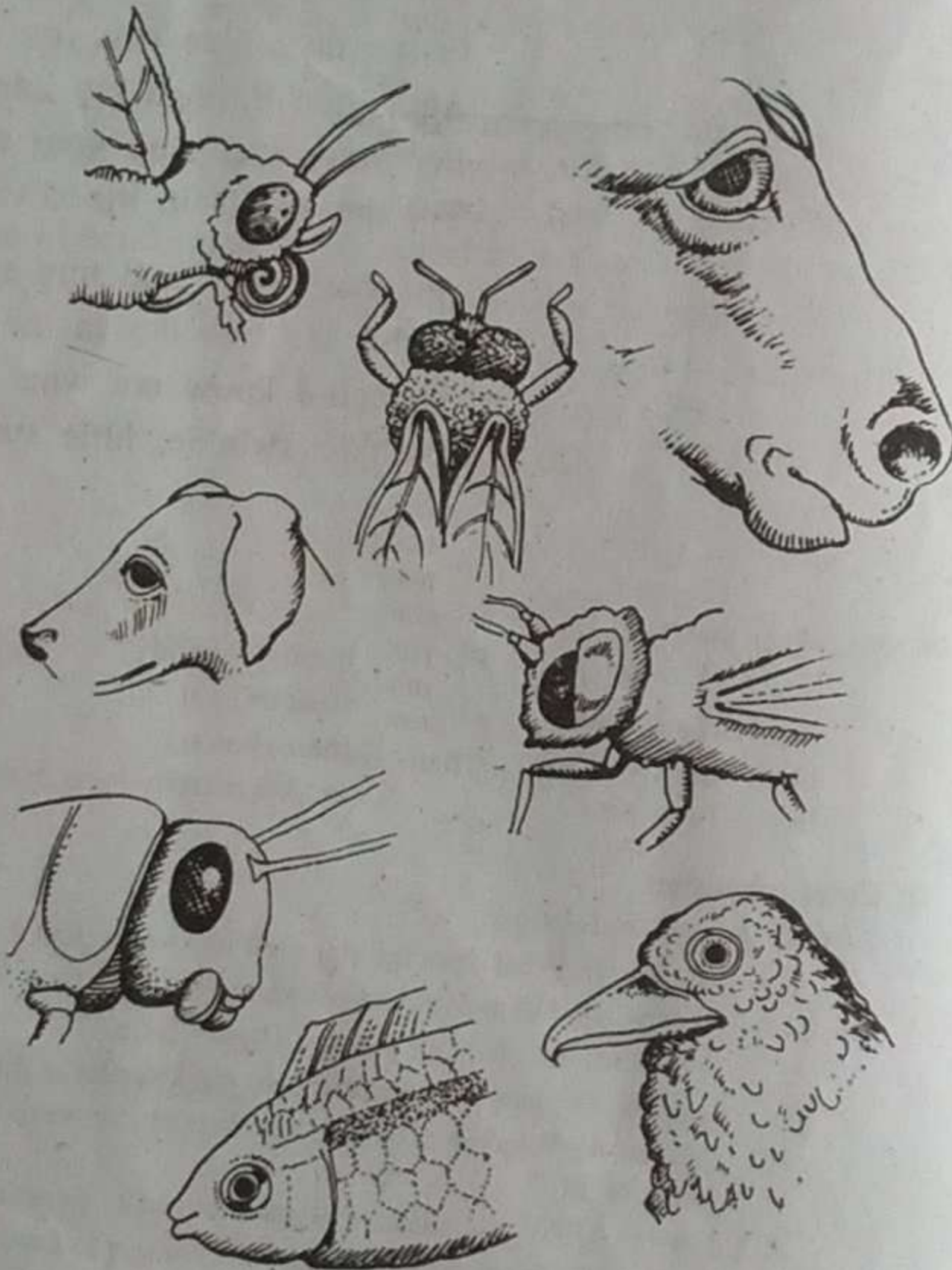
Dogs, for example, depend more on their sense of smell than on their eyesight. Their vision is normally blurred<sup>4</sup>, and there is reason to believe that they cannot see colour. Sometimes dogs do not see objects that are not moving. A dog may smell a rabbit but fail to see it until it moves.

Many old dogs are completely blind. Some may see only enough light to avoid hitting things. It is difficult to tell if a dog is blind. Its sense of smell is so good that even complete loss of sight is not a great handicap. A blind dog can get along quite well.

Unlike people, fish do not have a need for eyelids, since the lidless eyes of the fish are cleansed<sup>5</sup> and protected by water. We rest our eyes every time we blink. But fish, having no eyelids, cannot do this. That is why people wonder whether fish sleep at all. Actually eyes have little to do with sleep. Our eyes close in sleep because the muscles<sup>7</sup> of our eyelids relax<sup>8</sup>. Fish have their own way of resting their eyes. They cannot see when their eyes are moving. So when a fish turns its eyes towards you, it is really seeing nothing at all.

Man's eyes are limited to a pair, but the eyes of insects are not. They can have any number of eyes, from two to fifty, or even more as in the case of the bee. The eye of the bee is made up of thousands of parts, each part being a complete eye in itself. In fact, an insect can have eyes which are made up of as many as 30,000 parts. But in spite of these many parts, insects cannot see as well as man can. Though they can quickly spot anything that moves, they cannot see objects clearly.

Man's eyes are limited to a pair, but the eyes of insects are not.



How far can an insect see? This varies very much from insect to insect. Butterflies are believed to see the farthest. They can see about nine feet away. Bumblebees<sup>9</sup> and wasps<sup>10</sup> can see only two feet away.

Perhaps the strangest of all insect eyes are those of the dragonfly<sup>11</sup>. It is believed that the dragonfly sees movement with the upper part of its eye, and stationary<sup>12</sup> objects with the lower part.

Some animals are known for their keen<sup>13</sup> sight. The cat is one of them. It can see better than we can, although it cannot see in complete darkness as some people believe. There must be some light or else no living thing can see.

Birds, too, can see quite well, better in fact than any animal. People with keen vision are sometimes described as 'hawk-eyed'. It is a good description. A hawk<sup>14</sup> soaring<sup>15</sup> high in the air can see small moving objects which a human being would not even notice.

Birds that fly mostly by day have especially keen vision. Their eyes are somewhat like ours. They can judge distance with both eyes, just as we do. They can see distant<sup>16</sup> objects better than we can. They can also focus their eyes on objects an inch or two away, like the insect or seed they are about to eat.

It is not true that the bigger the animal's eyes, the better it must be able to see. The horse has the largest eyes of all land animals, yet it cannot see any better than we can. But there is one thing which the horse can do that we cannot; a horse can see around itself without turning its head.

But eyes alone, no matter how good they are, are as useless without a brain as a bicycle without wheels. The way living things, including man, understand, use, and enjoy what they see depends on the kind of brain each one has. Some animals have eyes that are superior to ours, or more numerous<sup>17</sup> or larger, but we are ahead of them. This is because man has a brain that is developed far beyond all others. Man doesn't depend on his eyes alone.

### A. Meanings and Notes

- |               |   |   |
|---------------|---|---|
| 1. blue whale | : | a very large sea animal                               |
| 2. species    | : | group of creatures having things in common (e.g. man) |
| 3. handicap   | : | disadvantage, disability                              |
| 4. blurred    | : | not clear   |
| 5. cleansed   | : | made clean  |
| 6. blink      | : | shut and open the eyes quickly                        |
| 7. muscles    | : | parts of the body which cause movement                |
| 8. relax      | : | rest  |
| 9. bumblebee  | : | large, hairy bee                                      |



bumble bee

10. wasp : a kind of flying insect which stings



wasp



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1. Given below is a group of words. Look at them carefully and arrange them in the alphabetical order. The first two words have been marked.

about (1) diff. ( ) cleanse ( ) pair ( ) object ( ) blurred (2) eyeball ( )  
insect ( ) keen ( ) journey ( ) notice ( )

2. Look at the following words. All of them begin with the same letter. How can we arrange them in the alphabetical order?

adopt · age · adore · agree · against · affect · afflict

Consider the words *adore* and *adopt*. The first three letters in both the words are the same (*a d o*). But the fourth letters are different (*r* and *p*). In the English alphabet, the letter *p* comes before the letter *r*. So, in a dictionary, the word *adopt* comes **before** the word *adore*. Now can you arrange all these words in the order in which they appear in a dictionary?

(a) *adopt* (2) *adore* (3) — (4) — (5) — (6) — (7) —

Given below are a few more sets of words. Arrange each set of words in the alphabetical order.

(a) *bay bathe base bait boil boredom*

(b) *case casket cause captain cleaner cure*

(c) *depend document dose deny dissolve desk*

(d) *echo east early efficient economy effect*

(e) *favour farthest fee fever fuse flavour*

## H. Structure

Look at the following sentences :

(1) The eyes of the fish are cleaned by water.

(2) People with keen vision are sometimes described as 'hawk-eyed'.

We can write sentences (1) and (2) in another way :

(1 a) Water cleanses the eyes of the fish.

(2 a) Sometimes, we describe people with keen vision as 'hawk-eyed'.

In sentences (1) and (2), the action is more important than the person / thing that does the action. Let us see what the actions are in (1) and (2).

In (1), the action is *cleansing the eyes of the fish* (The thing that does the action is *water*.)

In (2), the action is *describing people with keen vision as 'hawk-eyed'*. (The persons who do the action are people like us - *we*.)

When we want to talk about actions which are more important than the person / thing that does the action, we use sentences like (1) and (2). Here is another example of such sentences :

Wine is made from grapes.

(Who makes the wine is not very important here.)

Rewrite the following sentences as shown in the example *i.e.*, without the doer of the action.

Example : We drink soup hot.

Soup is drunk hot.

(a) We make sugar from sugarcane.

(b) We make salt from sea water.

(c) We use a thermometer to measure temperature.

(d) We use steam to run some engines.

(e) We use the telegraph to send messages.

(f) We can make local telephone calls here.

(g) They sell petrol here.

(h) People manufacture beautiful wooden toys in this town.

(i) Our Principal will announce the results of the annual examination tomorrow.

(j) They will not allow children inside the auditorium.

## 6. BIRBAL VISITS HEAVEN

You must have heard or read about Akbar, the famous **Mughal emperor**<sup>1</sup>. You must have also heard about Birbal, who was a very clever and wise man. Birbal was a **minister** at Akbar's court. **Akbar** liked **Birbal** very much. He **wanted** Birbal to be with him most of the time. Whenever he had a problem, he used to ask Birbal for his **advice**.

There were many people at Akbar's court who did not like Birbal. This was because Birbal was very close to the Emperor. These people were always making plans to remove Birbal from the court. Some of them even tried to get Birbal killed. They were so **jealous** of him.

Once two people at Akbar's court, who were **jealous** of Birbal, got together and thought of a plan to get rid of Birbal.

"If our plan **succeeds**, Birbal will be dead. But we need the help of the Emperor's barber," said one of them to the other.

"Getting the barber's help is no **problem**", replied the other man. "He is a very **greedy** fellow; he will do anything for money."

A few days later, the two men and the Emperor's barber met at a secret place and **discussed** the plan.

The barber **agreed** to help them.

One day, while he was cutting the Emperor's hair, the barber said, "Your **Majesty**<sup>2</sup>, if you don't mind, can I ask you a question?"

"Why not?" replied the Emperor.

"Sir, you are quite happy here, but do you know how your parents, grandparents and great-grand parents are getting on in heaven?"

"How can I know that, you silly man?" said the Emperor. "Can anyone tell what goes on in **heaven**?"

"Some people can, your Majesty," replied the barber. "I have a clever friend who can send **messages** to heaven and find out about all that is happening there."

The Emperor thought that the barber was being foolish, but just to please him, he said, "Your friend must really be a clever man. Ask him to send a message to heaven and find out about my people there."

"I will do that at once, Sir," said the barber.

After a few days, the barber came back to see the Emperor. "Your Majesty," he said, "My friend is ready to send your message to heaven, but he needs someone to carry it. He does not know who to send. Not everyone can go where only good people live; only a wise man can go there. Do you think you can ask Birbal to carry the message? He is the **wisest** man in your court."

When Akbar heard these words of the barber, he knew that the barber and some others at his court were planning to harm Birbal. But he hid his suspicion<sup>3</sup> from the barber and said, "All right. I will ask Birbal to carry the message to heaven. Ask your friend to **arrange** his **visit** to heaven."



Now Akbar wanted to see what the barber and his friends would do. He also wanted to see how Birbal was going to **escape** harm from them. He had no doubt about Birbal's cleverness and was sure he would escape all harm from his **enemies**.

The following day, Akbar sent for Birbal. When Birbal **arrived**, the Emperor said to him, "Birbal, I am a bit worried these days. I don't know how my people are getting on in heaven. I would like you to carry a message to heaven and get some **information** about my people there."

"How can anyone do that, your Majesty? Birbal asked. "Has anyone ever been to heaven and come back to this world?"

"That is not **impossible**, Birbal, said the Emperor." "My barber knows a clever man who will arrange your visit to heaven. He has planned everything for you. I am sure that you will come back to this world alive and safe."

"Can't your barber's friend go to heaven with your message? Even your barber can go himself," said Birbal.

"No, **neither** of them is fit for this job," replied Akbar. "I want a wise man as my messenger. Ask no more questions. Get ready to go."

Birbal left the palace feeling very uneasy. On his way home, he kept thinking about what the emperor had told him. But he could not understand why the Emperor wanted him to carry out an impossible task.

Birbal **decided** that he should plan his **actions** very carefully. He waited for more news about his visit to heaven.

A few days later, one of Birbal's friends at the court gave him the **details** about the plan to send him to heaven. On a day to be fixed by the barber's friend, Birbal would be taken to the **burial-ground**. He would be made to sit in a chair and the chair would be burnt. He would then go **straight** to heaven.

Birbal thought a great deal about the **situation** and thought of a plan. He sent word to the Emperor that he would not be able to go to the court for a week.



Birbal was made to sit in a chair and tied to it. Huge logs of sandalwood were piled on top of him.

When he returned to the palace after a week, Birbal did not discuss his **approaching** visit to heaven with anyone. Whenever anyone asked him about his trip, he only **smiled** and said, "I am very happy that the Emperor chose **me** as his messenger."

Finally, the day of Birbal's visit to heaven arrived. Thousands of people had **gathered** at the burial-ground that day. Soon after the Emperor had arrived at the burial-ground, Birbal was given a gold **casket** containing the message to the Emperor's people in heaven. He was then made to sit in a chair and tied to it. Huge logs of **sandalwood** were **piled** on top of him. After this was done, one of the men set fire to the logs. The barber and his friends watched the **flames** going up. They **smiled** to one another secretly. They were happy that at last they were able to get rid of Birbal, their greatest enemy.

But they were **mistaken**. They had really not got rid of Birbal. During his week's absence from the court, Birbal had got a secret underground passage<sup>9</sup> dug from his house to the burial-ground. As soon as the fire had burnt the rope with which he was tied to the chair, Birbal freed himself, quickly slipped into the **underground** passage and got back to his house.

Three weeks passed. In the meanwhile, Birbal found out who had thought of the dirty plan to get rid of him and who were **involved** in it.

One day a man with a beard **appeared** before the Emperor in his court. It did not take the people in the court long to **recognize** the bearded man. It was Birbal! Everyone in the court rubbed his eyes in wonder.

Akbar was very happy to see Birbal. He stood up and hugged him. Smiling **mischievously**, he said to Birbal, "How are my people in heaven?"

"They are all happy and fine, Your Majesty," said Birbal. "But..."

"But what?"

"Oh! It is not very important, Your Majesty."

"You must tell me. I must know what it is."

"Their problem is that there are no barbers in heaven. They have asked you to send a barber to heaven **immediately**. Your Majesty, you will not recognize them if you see them. Their beards are so long that sometimes they step on them and fall over!"

"They must be very **uncomfortable** indeed," said Akbar. "I will send my own barber to them."

"That will be nice," said Birbal. "Your Majesty, I think you should also send your **respects** to your people in heaven through a few other wise people in your court!" And Birbal **mentioned** the names of the people who had planned to kill him.



One day a man with a beard appeared before the Emperor in his court.



"Yes, that is a good suggestion. These people and the barber can go to heaven together," replied the Emperor.

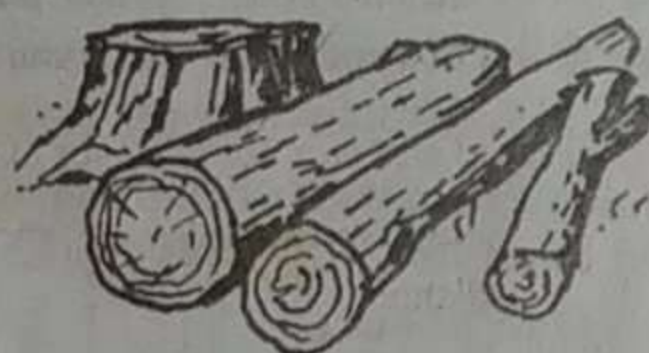
After a few days, the barber and his friends went to heaven the same way as Birbal had been sent there, but they never returned to this world.

#### A. Meanings and Notes

1. emperor : ruler of a group of countries
2. Your Majesty : a form used while speaking to a king or an emperor
3. suspicion : feeling that something is wrong
4. messenger : person who carries messages for someone
5. task : piece of work to be done
6. burial-ground : place where dead people are buried
7. casket : small box to hold letters, jewels, etc.



casket



logs

8. logs : pieces cut from the trunk of a tree
9. underground passage : way or road under the surface of the ground

#### B. Comprehension

Answer the questions below :

1. Why were many people at Akbar's court jealous of Birbal ?
2. Why did the two people who planned to get rid of Birbal need the help of the Emperor's barber ?
3. Did the Emperor believe what the barber told him about sending messages to heaven ? How do you know ?
4. How did the barber make sure that the Emperor would ask Birbal to carry the message to heaven ?
5. How was Birbal to be sent to heaven ? What did the barber and his friends really want to happen ?
6. How did Birbal manage to escape harm ?
7. Can you guess why Birbal didn't go to Akbar's court for three weeks after the incident at the burial-ground ?
8. Did Akbar really believe that Birbal had visited heaven ? How can you tell ?
9. How did Birbal take revenge on the people who had planned to get him killed ?
10. What happened to the barber and his friends finally ?

#### C. Vocabulary — 1

Look at the following words from the story :

foolish      clever      uneasy

All the three words above are adjectives. Adjectives are words which describe persons or things (e.g., a foolish boy, a clever dog, an uneasy feeling).

We can change some adjectives into nouns by adding *-ness* to them. For example,

foolish + *-ness* — foolishness

adjective      noun

Ramesh is very foolish. His foolishness makes me very angry at times.

Similarly, we can add *-ness* to the words *clever* and *uneasy* and change them into nouns.

clever + *-ness* — cleverness

uneasy + *-ness* — uneasiness (Notice that *y* is changed into *i*.)

Here are a few more adjectives to which we can add *-ness* and change them into nouns. In each case write down the noun form of the word in the right-hand column.

|                      |   |       |
|----------------------|---|-------|
| happy                | → | _____ |
| childish             | → | _____ |
| heavy                | → | _____ |
| blind + <i>-ness</i> | → | _____ |
| fond                 | → | _____ |
| deaf                 | → | _____ |
| rude                 | → | _____ |

Given below are a few sentences with blanks in them. In each blank you have to fill in either the adjectival form or the noun form of some of the words you saw above. The first one is done for you as an example.

1. The child was very happy to see his mother when she returned from work. His *happiness* was great.
2. Even though Veda is a big girl, she is rather \_\_\_\_\_. Her mother often gets angry with her for her childishness.
3. Mountaineers protect their eyes with a special kind of glasses while climbing mountains. If they don't wear these glasses, they may get snow \_\_\_\_\_.
4. Mahipal went deaf when he was only ten years old. His \_\_\_\_\_ was caused by a road accident in which his ears were damaged.
5. Preeti has a great fondness for dolls. She is so \_\_\_\_\_ of dolls that she makes her father buy her one every month.
6. Ramesh was punished by the teacher for being \_\_\_\_\_ to one of his classmates. The boy had complained to the teacher about Ramesh's rudeness.

#### D. Vocabulary — 2

Fill in the blanks in the sentences below with an appropriate word chosen from those given in brackets.

1. The doctor \_\_\_\_\_ Leela to stop eating sugar. (advised / advising / advice)
2. Yesterday we made a \_\_\_\_\_ to our class teacher that we should go on an excursion to Nagarjunasagar. The teacher promised to talk to our Principal about it. (suggest / suggestion / suggesting)
3. King Solomon's \_\_\_\_\_ was known all over the world. (wisdom / wise / wisely)
4. A leading sportsman has been coaching some boys at our school for the inter-school sports meet to be held next month. "\_\_\_\_\_ doesn't come easily," he said to the boys, "You will have to work hard for it." (succeed / success / succession)
5. Karthika did not know what birthday gift her parents were going to give her until her birthday arrived. Her parents had kept it a \_\_\_\_\_ till the last minute. (secretly / secre\* / security)
6. Yesterday, at school, there was an urgent \_\_\_\_\_ for Farhana from her parents. Immediately after reading it, she took the teacher's permission and went home. (messenger / message)



## E. Spelling

Each of the words given below has been wrongly spelt. In each case, write down the correct spelling of the word.

|           |           |         |           |               |
|-----------|-----------|---------|-----------|---------------|
| Suggesion | jelousy   | emperer | suspision | clevarness    |
| heavan    | impossibl | careful | beardid   | berial-ground |
| mesengar  | mistaike  |         |           |               |

## F. Pronunciation

Given below are a few groups of words. In each group, the underlined parts in each word are pronounced in the same way. Say the words aloud.

- bird heard curd third thirst
- thought fought bought caught brought
- succeed exceed bead precede feed
- rule food rude crude foolish
- heaven feather leather ready steady
- arrange engage escape exchange enrage

## G. Structure

1. Look at this sentence from the story :

- There were many people at Akbar's court, who did not like Birbal.

A

B

The part marked B in the above sentence gives us more information about the people mentioned in the part marked A. The people (mentioned in part A) did not like Birbal.

Let us look at some more sentences of this type from the story.

- I have a clever friend who can send messages to heaven.
- My barber knows a clever man who will arrange your visit to heaven.

In (b), what additional information is there about the 'clever friend'?

In (c), what additional information is there about the 'clever man'?

Make meaningful sentences similar to (a), (b) and (c) above from the table below :

| A                        | B   |
|--------------------------|---|
| There are many people    | who want to become rich.  |
| There are many children  | who are orphans.  |
| There are many boys      | who do not have children.                                       |
| I know a doctor          | who would like to adopt children.                               |
| I have a friend          | who are poor and hungry.  |
| There are some sportsmen | who are good sportsmen.   |
|                          | who are very talented.  |
|                          | who can cure your illness.                                      |
|                          | who is a specialist in skin diseases.                           |
|                          | who collects coins and stamps.                                  |
|                          | who can help you.   |
|                          | who have won more than one gold medal in a single Olympic meet. |

2. Look at this sentence :

A person who makes wooden furniture is called a carpenter.

Now, use the information given below to make sentences like the one above.

- repair taps — plumber
- makes iron tools — blacksmith
- repairs locks — locksmith
- makes clothes — tailor
- repairs electrical equipment — electrician
- lends money to others on interest — money-lender
- flies a plane — pilot
- travels to space — astronaut

## H. Composition

You must have read many stories about Birbal's cleverness. Given below, in the form of points, is a story in which Birbal helps Akbar catch a thief. Study the points carefully and expand them into a story.

- Emperor Akbar — had hundreds of rings — but one of them, his favourite — large ring studded with pearls and rubies — present from the queen.
- Eight personal servants at the palace — in charge of Emperor's clothes, jewels, arms, etc. — every day one of them would help Akbar get ready to go to court — no other servant allowed to enter Emperor's room.
- One day Emperor getting ready for court — wanted to wear his ring — asked servant for it — ring not found in any of the caskets — Akbar very angry — suspected one of the servants — sent for Birbal — asked Birbal to help him catch thief.
- Birbal called all eight servants — gave a short stick to each — asked them to meet him next day — said thief's stick would become longer by an inch during night.
- Servants came back next morning — Birbal asked for sticks — servants showed sticks one by one — one stick shorter than the rest by an inch — Birbal grabbed servant who gave him the shorter stick — took him to Akbar — thief admitted stealing ring — punished by Emperor.
- Thief had believed Birbal — gone home and cut stick by an inch — not an intelligent thief.

— O —



## THE LITTLE DOLL

I ONCE had a sweet little doll, dears,  
 The prettiest doll in the world ;  
 Her cheeks were so red and so white, dears,  
 4 And her hair was so charmingly curled.

But I lost my poor little doll, dears,  
 As I played in the heath one day ;  
 And I cried for her more than a week, dears ;  
 8 But I never could find where she lay.

I found my poor little doll, dears,  
 As I played in the heath one day ;  
 Folks say she is terribly changed, dears,  
 12 For her paint is all washed away,

And her arm trodden off by the cows, dears,  
 And her hair not the least bit curled ;  
 Yet for old sakes she is still, dears,  
 16 The prettiest doll in the world.

— Charles Kingsley

### A. Meanings and Notes

|         |                     |                         |
|---------|---------------------|-------------------------|
| line 4  | charmingly          | : beautifully           |
| line 6  | heath               | : waste land            |
| line 11 | folks               | : people                |
| line 13 | trodden             | : pressed with the foot |
| line 15 | for old sake's sake | : because old times     |

### B. Comprehension

Answer the questions below

- Which lines in the poem tell you that the poet's doll was pretty ?
- How did the doll get lost ?
- What did the poet do when the doll got lost ?
- Where did the poet find the doll again ?
- Why did people say that the doll was 'terribly' changed ?
- Why does the poet still love the doll ?

## 7. REMEMBERING ABRAHAM LINCOLN

Abraham Lincoln was one of the greatest Presidents of the United States of America. He was also a very kind man. Here is a story about Lincoln which tells us about his greatness and kindness.

William Scott, who was twenty-two years old, was a soldier in the Third Vermont Regiment<sup>1</sup>. One day, one of his friends became sick, so Scott volunteered<sup>2</sup> to take his place on guard duty. He spent that night as a guard.

In the morning, Scott found that he had to do guard duty the next night too. He went to his Captain and told him that he was tired and so might not be able to do guard duty again that evening.

The Captain refused to change Scott's guard duty for that evening. Scott had a lot of work to do during the day and at night he went on guard duty.

Unfortunately, that night Scott fell asleep while he was on duty. One of the officers of the Regiment found him sleeping and reported the matter to the Commander<sup>3</sup>. In time of war, sleeping on duty meant death for the guard. Scott was punished by his Commander; he was to be shot within twenty-four hours.

The other members of Scott's regiment were shocked when they heard the news. Scott was a good friend and a good soldier. When the Captain heard the news, he was miserable. Scott's mother had not wanted her son to join the army. But the Captain had promised to look after him like his own son. Only then had Scott's mother let Scott join the army. But the Captain had not kept his promise. Now Scott was going to die.

The Captain begged many senior officers of the regiment to save Scott from death. But they could not do anything.



That night Scott fell asleep while he was on duty. One of the officers found him sleeping.

"There is only one man who can save him," said one of the officers. "And that is President Lincoln."

The Captain and some of Scott's friends travelled to Washington to meet the President. There they went to the little office where the President was writing something.

"What is this ?" asked the President when he saw them. "If you are here to ask for favours<sup>5</sup>, I will have to say 'no'."

"Mr. President," said one of the officers, "we want nothing for ourselves. But we want something only you can give us — the life of a friend."



"What has he done?" the President asked.

Then the Captain told him the whole story. He ended by saying, "Scott is a brave boy, sir. He is as brave as any soldier in your army. Everyone in the Regiment knows that. We can't believe that the best thing to do with him is to shoot him. Oh, Mr. Lincoln, can you?"

"No, I can't," said the President. "And I don't think it would be right to shoot Scott. The country has better uses for him."

Then the President signed an order and sent it to Scott's regiment.

That night President Lincoln travelled from Washington to Vermont to meet Scott. Scott felt afraid when he saw the President. But Lincoln was kind to him and asked him about his home, the school he went to, and his friends at school. Then he asked Scott about his mother. "Never make her unhappy, my boy," said the President.

"The President surely knows that I am going to die tomorrow," Scott said to himself, "then why did he ask me not to make her unhappy?"

Just then the President stood up and said to Scott, "My boy, stand up and look me in the face. You are not going to die tomorrow. I am going to trust<sup>6</sup> you. I will let you go back to your regiment. But you have given me a lot of trouble. I have had to come here all the way from Washington where I have a great deal to do. Now, how are you going to pay my bill?"

Scott did not know what to think or say. He had expected to die the next day. But the President had changed it all in a minute.

At last Scott spoke, "I am grateful, Sir!" he said, "I am as grateful as a man can be. There will be some way to pay you and I will find it. My family has a little money in the bank. I think we could borrow some money on our farm<sup>7</sup>. And, if you can wait till payday, I am sure the boys of my regiment will help."

The President put his hands on Scott's shoulders and said, "My boy, my bill is a large one. The bank money cannot pay it; the money from your farm cannot pay it; all your friends

cannot pay it. There is only one man who can pay it, and his name is William Scott. If William Scott does his best from today, then the bill will be paid. If he does his duty to his country as a noble soldier, then the bill will be paid. Will you promise to do that, and keep your promise?"

"I will gladly make that promise, sir," said Scott. "And with God's help I will keep it."

Within a day or two, the newspapers reported, "The President has pardoned a soldier named William Scott. Scott has returned to his regiment..."



The President put his hands on Scott's shoulders and said, "My boy, my bill is a large one"

#### A. Meanings and Notes

|   |  |
|---|--|
| 1. regiment                               | : (large) group or unit of soldiers  |
| 2. volunteered                            | : offered  |
| 3. commander                              | : person who is the leader of a regiment   |
| 4. Washington                             | : Capital of the United States of America. The President of the U.S.A. has his office in Washington. |
| 5. favours                                | : kind acts; things done or granted out of good will   |
| 6. trust                                  | : (used as a verb here) to place hope or confidence in someone                                       |
| 7. We could borrow some money on our farm | : We could borrow some money keeping our farm as a security  |

#### B. Comprehension

Answer the questions below:

- Why did Scott offer to do guard duty even though it was not his turn to do guard duty that day?
- Why did Scott go to his Captain? What did he tell the Captain?
- What happened while Scott was on guard duty the second day?
- Can you guess why Scott fell asleep while on duty?
- What did Scott's Commander do when he came to know that Scott had fallen asleep while doing guard duty? Why did he take that decision?
- How did Scott's Captain fail to keep his promise to Scott's mother?
- Why did the Captain and some of Scott's friends decide to meet the President?
- Which of the following did President Lincoln do?  
(a) He pardoned Scott.  
(b) He said that Scott had to die.  
(c) He told Scott's Captain that he would think over the matter.  
(Put a ✓ mark against the correct answer.)
- President Lincoln told Scott that Scott had given him a lot of trouble. Why did he say so?
- How did President Lincoln want Scott to pay his bill?  
(a) by borrowing money on the farm and from friends.  
(b) by serving his country as a noble soldier.  
(c) by dying.  
(Put a ✓ mark against the correct answer.)
- Do you think President Lincoln did the right thing in pardoning Scott? Discuss your answer with your classmates and your teacher.

#### C. Vocabulary — 1

Given below, in Column A, are a few words from the story. In column B, some meanings have been given. Match each word with its correct meaning.

| A            |     | B   |
|--------------|-----|---|
| 1. pardon    | ( ) | (a) to give someone word that one would do, or not do, something              |
| 2. volunteer | ( ) | (b) to cause someone pain or suffering for doing something wrong              |
| 3. expect    | ( ) | (c) to give someone news or information about something                       |
| 4. promise   | ( ) | (d) to offer to do something  |
| 5. punish    | ( ) | (e) to forgive, to excuse someone   |
| 6. report    | ( ) | (f) to think or believe that something will happen or that somebody will come |



Now fill in the blanks in the sentences given below with a suitable form of one of the words from column A.

1. President Lincoln \_\_\_\_\_ William Scott because he knew why Scott had fallen asleep while on guard duty.
2. Scott had \_\_\_\_\_ to die within twenty-four hours. When the President told him that he would be sent back to his regiment, he could not believe what he heard.
3. Scott \_\_\_\_\_ President Lincoln that he would do his best for his country.
4. If Scott had not \_\_\_\_\_ to take his friend's place on guard duty, he would not have fallen asleep while on duty the next day.
5. Scott's Commander had to \_\_\_\_\_ him because sleeping on guard duty, especially in times of war, was a serious offence.
6. One of the officers in Scott's regiment noticed that Scott was asleep while on guard duty. He immediately \_\_\_\_\_ the matter to the Commander.

#### D. Vocabulary — 2

Fill in the blank in each of the sentences given below with a suitable word. Choose the word those provided below.

|          |           |       |         |
|----------|-----------|-------|---------|
| trust    | favours   | brave | promise |
| grateful | miserable | order | borrow  |

1. Scott's friends were shocked to hear that Scott had been punished by their Commander because they knew that Scott was a good and \_\_\_\_\_ soldier. They did not think it would be right to shoot him.
2. When President Lincoln heard Scott's story from the Captain, he knew that it would not be right to punish Scott. He immediately signed an \_\_\_\_\_ pardoning Scott.
3. President Lincoln told Scott that he was going to \_\_\_\_\_ him and let him go back to his regiment.
4. Scott told President Lincoln that he was \_\_\_\_\_ to him for his kindness.
5. Scott made a \_\_\_\_\_ to President Lincoln that he would serve his country as a noble soldier.
6. When Lincoln asked Scott how he was going to pay his (Lincoln's) bill, Scott thought Lincoln was asking him about money. He told the President that he would \_\_\_\_\_ money from the members of his family, and from his friends.
7. When Scott's captain and some of Scott's friends went to meet President Lincoln to request him to pardon Scott, at first the president thought they had come to ask him for \_\_\_\_\_.
8. When the Captain heard that Scott had been punished by the Commander, he was \_\_\_\_\_. This was because he had not kept the promise he had made to Scott's mother.

#### E. Pronunciation

Say each pair of words given below aloud :

- |           |        |          |       |
|-----------|--------|----------|-------|
| 1. guard  | go !   | 5. mean  | men   |
| 2. sick   | seek   | 6. shock | shook |
| 3. shut   | shot   | 7. deed  | dead  |
| 4. borrow | burrow | 8. meet  | met   |

#### F. Punctuation

Rewrite the passage given below, using capital letters (e.g. A.B) commas (,) and full stops (.) wherever necessary.

the hovercraft is a strange kind of vehicle it travels in an extra ordinary way trains buses and cars run on land boats and ships sail in water and aeroplanes fly in the air running sailing and flying are natural ways of moving about as animals fish and birds do but the hovercraft does not run on land sail on water or fly in the air if we want to describe how it moves we must say that it runs on the air it forms an air cushion under it and then crawls forward on this air cushion but it can crawl very fast there are hovercrafts that can move at more than three hundred kilometers an hour

#### G. Structure

Look at the following sentences from the story :

1. [ The Captain had promised to look after Scott like his own son.] Only then had Scott's mother let Scott join the army.
2. I will let you go back to your regiment.

In both the above sentences we have the pattern *let + object + verb*. In sentence 1, *let* is followed by a *proper noun* (Scott) which is again followed by a *verb* (join).

In sentence 2, *let* is followed by a *pronoun* (you) which is again followed by a *verb* (go back). When we use this pattern, the verb following the object is always in its root form. (*join* and *go back* are root forms, but forms such as *joining*, *joined*, *going back*, *gone back* are not.)

(a) Given below are two short passages based on the story of Scott. Also given are a few phrases with the pattern *let + object + verb*. Fill in the blank in each sentence choosing an appropriate phrase from those given.

Phrases : let Scott join, let her son join, let him join, let Scott skip, let Scott rest, let him rest

- Passages
1. One day, one of Scott's friends became sick. Scott \_\_\_\_\_ and took his place on guard duty that evening. It so happened that Scott had to do guard duty the next night too. He told his Captain that he was too tired to do guard duty again that evening. But the Captain refused to \_\_\_\_\_ guard duty that night. The Captain did not \_\_\_\_\_ that night.
  2. Scott's mother had not wanted to \_\_\_\_\_ the army because he was her only son. But when the Captain promised to look after Scott like his own son, she agreed to \_\_\_\_\_ the army. If she had known that the Captain was not going to keep his promise, she would surely not have \_\_\_\_\_ the army.

(b) Fill in the blanks in the following sentences with suitable phrases of the pattern *let + object + verb*. Use the verb given in brackets alongside each sentence. The first one is an example.

1. I am rather weak in Mathematics. My sister Leela, who is very good at Mathematics, has agreed to let me use her notes. (use)
2. Sindhu asked her mother if she would \_\_\_\_\_ an ice-cream. Her mother told her that she would \_\_\_\_\_ ice-cream only after she had recovered from flu. (eat)
3. Yesterday at school, we had a free period. We went to our Headmaster and asked him if he would \_\_\_\_\_ in the playground. The Headmaster said he would only \_\_\_\_\_ in the library. (play, sit)
4. Last night, our neighbour came to our house asking us if we would \_\_\_\_\_ our telephone. (use)
5. Srikanth told us that if we \_\_\_\_\_ our cricket team, he would present two new bats to the team. (join)
6. Last night, Bharat's father took him to a restaurant. " \_\_\_\_\_ us \_\_\_\_\_ what we should eat quickly," Bharat said to his father. "I am very hungry." (decide)



7. "This toy actually cost Rs. 75/-. But I will ——— it for Rs.65/-," said the shopkeeper to the little girl. (have)
8. "It was not Scott's fault that he fell asleep while on duty, ——— me ——— him," said Lincoln to himself. Then he signed an order and sent it to Scott's regiment. (pardon)

#### H. Composition

Imagine that you are William Scott. You are writing a letter to your mother narrating the story of your pardon. What would you say in your letter? Here are some points which might help you.

1. friend sick - volunteered to do his guard duty - learnt had to do guard duty next night too - told captain not possible - request turned down - very tired - fell asleep on duty - officer reported matter to Commander - punished - death within twenty-four hours.
2. friends shocked - only President could do something to save me - Captain and some friends met President in Washington - told President whole story - President signed order.
3. That night President came to see me - felt scared in the beginning - did not know why he wanted to see me - but President very kind - said he was going to trust me and let me go back to regiment - made me promise that I would do my best for the country - said that was his bill for all the trouble I gave him.

You can begin your letter as follows :

Place :

Date :

My dear Mother,

You must have read in the newspapers that I have been pardoned by the President. You must feel ashamed of me, but if you read my letter, I am sure you will understand that the fault was not entirely mine.

1. ....
2. ....
3. ....

You can end your letter as follows :

I would like to assure you that I will do my best and serve the country as a noble soldier. I promise you that I will earn our family a good name.

With much love,  
William

## 8. THE ONE YOU DON'T SEE COMING

The people who lived near the edge of the rain forest, in the country along the banks of the Cavally River, often talked about an animal of the forest which they called 'The One You Don't See Coming.'

They said that during the day he hid in the shadows of the big trees, waiting for night to fall. Then, when darkness came, he crept<sup>1</sup> forward as silent as a leopard into the villages.

"Our best hunters have tried to capture this animal," they said. "We've set traps<sup>2</sup> on the trails<sup>3</sup> and at the water-holes<sup>4</sup>. But we've not been able to catch him. He's the stealthiest of all the creatures of the forest. He's never heard and never seen."

"Why should we be afraid of him?" the young people asked. "What does he do?"

"He's a thief," the older people said. "He steals everyone's brains and they forget everything until morning comes. One minute people are the way they are here now, talking happily. The next minute the animal creeps upon them and steals their minds. They no longer talk or think, they simply lie motionless<sup>5</sup> and stupid until the sun rises. The One You Don't see Coming has another name. Some people call him 'sleep'."

The young hunters talked about this strange animal among themselves, and one day a man named Biafu said,

"What kind of hunters are we if we can't kill The one you Don't See Coming?"

"That's easy to say," a hunter named Gunde said. "But where will you find him? Our grandfathers were good hunters and they never caught him."

"If he really lives in the forest, as the old people say, then we'll find him. We'll get rid of him once and for all!" Biafu said.

"I'm not afraid," Gunde said.

"I'll go too," a hunter named Deeba said. "We'll catch this thing called Sleep, and put an end to him. Then the old people will praise us and give us gifts."

So Gunde, Deeba and Biafu took their hunting knives and spears and went deep into the shadows of the forest.

"If there really is such an animal we shall certainly catch him at the water-hole," Biafu said.

So they went through the dense<sup>6</sup> brush<sup>7</sup> and the tall ferns<sup>8</sup> until they came to the river. The banks of the river were marked with the footprints of a number of animals.

"We'll wait for him here, and when he comes to drink we shall kill him," Biafu said.

He found a tall tree by the edge of the water. It sloped outward over the river, so that any animal that came to drink would be under its branches.

"Climb the tree," Biafu said to Deeba, "When Sleep comes to drink you can throw yourself upon his back and we'll finish him<sup>9</sup>."



Deeba shook his head. He did not want to climb the tree.

So Biafu turned to Gunde and said, "Then you climb the tree and wait. When we hear you shout, Deeba and I will come running."

Gunde shook his head too. "No, I'll stay on the ground and come running myself."

They argued for a long time. Finally Biafu stamped his foot impatiently. "All right, I'll climb the tree myself and wait. When you hear me shout, come as fast as you can," he said. He went up into the branches of the tree and hid among the leaves. Gunde and Deeba crawled into the dense brush and waited.

Time passed. The night grew old, and the moon moved across the sky.

Biafu was very tired. He began to nod<sup>10</sup>. His eyes closed once, just for a short moment. They closed again, just a little longer. He  jerked  himself awake, and his heart beat fast, for he knew that the animal was there.

He waved his knife and shouted, "I see you! I see you!"

Deeba and Gunde ran as fast as they could to the edge of the water.

"Where is he?" they shouted. "Where is he?"

"Ah, he came and then he fled<sup>11</sup>!" Biafu said. He asked them to go back to their hiding place and wait.

Deeba and Gunde went back to the brush. Biafu sat up very straight, waiting for the animal to return. He peered<sup>12</sup> through the darkness at the river. He heard nothing except the owl and the frogs in the distance. The moon moved across the sky.

Soon a great heaviness came over Biafu's mind. No matter how hard he tried to keep them open, his eyes kept closing. For a moment he forgot everything. He seemed to be floating away. The tree swayed<sup>13</sup> in the wind. Biafu clutched<sup>14</sup> at the branches and opened his eyes. He waved his knife in the air and shouted, "I see you! I see you!"

Again Deeba and Gunde came running, with their spears ready. "Where is he?" they shouted, trying to see in the darkness.

"He is near, he came up in the tree!" Biafu said. "He seized<sup>15</sup> me, but I shook him off! Go back and hide again. Next time we will surely get him. But don't go so far, and run faster when you hear me shout!"

So Deeba and Gunde went back to the brush and waited.

Biafu talked to himself and rubbed his eyes to keep awake. A cloud moved slowly across the sky and covered the moon. Things got very dark. Everything became silent.

And slowly, slowly, Biafu's eyes closed. This time Sleep crept slowly upon him. Slowly, slowly, Sleep loosened Biafu's hold on the branches. Slowly Sleep pushed Biafu's head on his chest. Biafu's knife slipped from his hand and fell into the water below. And slowly, slowly, Sleep pushed him harder and harder, until he was leaning sideways. And suddenly Sleep seized Biafu and flung<sup>16</sup> him down into the river below.

"Deeba! Gunde! He has me! He has me!" Biafu shouted.

They came running, ready for a fight with Sleep, but they only saw Biafu. Sleep was not there.

"Where is he?" they shouted as Biafu came drip-ping out of the water.

"He climbed into the tree, and he threw me into the water!" Biafu said.

He sat down unhappily by the edge of the river and began to think. He was silent for a long time, and then he said to Deeba and Gunde, "It's no use hunting Sleep. The old people are right. And anyway, he is not like the leopard, who steals our goats and does not bring them back. What Sleep steals he steals just for a few hours, and when morning comes you are whole again."



Suddenly Sleep seized Biafu and flung him down into the river below.

So the hunters took their weapons and hunted an antelope<sup>17</sup>. They carried it to the village for a feast<sup>18</sup>. The old people were glad, but they asked about Sleep.

"We almost saw him," Deeba said.

"I wrestled<sup>19</sup> with him in a tree," Biafu said, "but I couldn't hold him."

"He threw Biafu into the river," Gunde said.

"It's the way I've always said," Biafu said with dignity. "You can't see the coming of Sleep. You almost see him but you never do."

#### A. Meanings and Notes

- |           |   |   |
|-----------|---|---|
| 1. crept  | : | moved slowly, quietly or secretly   |
| 2. traps  | : | (used as a noun here) instruments used for catching animals, etc.                             |
| 3. trails | : | (used as a noun here) lines, marks made and left behind by some one or something along a path |



trails

- |                |   |  |
|----------------|---|--|
| 4. water-holes | : | pits in which water collects, and to which animals go to drink water |
| 5. motionless  | : | not moving, stationary   |
| 6. dense       | : | not easily seen through  |



7. brush : (used as a noun here) rough, low-growing bushes
8. ferns : feathery, green-leaved flowerless plants
9. we'll finish him : we will kill him
10. nod : (used as a verb here) let the head fall forward when sleepy
11. fled : ran, hurried away
12. peered : looked closely (as if unable to see)
13. swayed : moved or swung from one side to the other
14. clutched : took hold of something tightly with the hands
15. seized : took hold of something suddenly and violently
16. flung : threw violently

17. antelope : fast-running animal with thin legs  
(An antelope looks like a deer.)



18. feast : (used as a noun here) large meal with many good things to eat

19. wrestled : struggled, fought  
(with someone)



## B. Comprehension

Answer the questions below :

1. Was 'The One You Don't See Coming' really an animal as the people in the story thought?
2. How had the hunters in the village tried to capture 'The One You Don't See Coming'? Why was it difficult to capture him?
3. Why did the older people in the story call 'The One You Don't See Coming' a thief? What did he steal?
4. Who decided to go in search of 'The One You Don't See Coming'?
5. Where did the young hunters expect to find 'The One You Don't see Coming'?
6. What weapons did the young hunters carry when they went in search of 'The One You Don't See Coming'?
7. Where did the young hunters decide to wait for 'The One You Don't See Coming'? Why did they think that he was likely to come there?

8. What did Biafu, Deebea and Gunde argue about when they found the tree by the edge of the water? Who was the bravest person among them? Why do you think so?
9. How did Biafu know that 'The One You Don't See Coming' had arrived? What happened when Deebea and Gunde reached the edge of the water?
10. Could the young hunters kill the 'The One You Don't See Coming' the second time? Why / why not?
11. What happened to Biafu after he had sent back Deebea and Gunde to hide in the brush once again? Could the three of them catch 'The One You Don't See Coming' this time at least?
12. Do you think that the young hunters finally realized that it was not possible to capture or kill 'The One You Don't See Coming'? How can you tell?

## C. Vocabulary — 1

Match the words given in A below with their meanings in B.

| A          |     | B  |
|------------|-----|--|
| 1. capture | ( ) | (a) move something to and fro, up and down           |
| 2. praise  | ( ) | (b) bend forwards or downwards                       |
| 3. argue   | ( ) | (c) make something loose or looser                   |
| 4. slip    | ( ) | (d) speak of someone with admiration                 |
| 5. stoop   | ( ) | (e) catch someone or something by force, skill, etc. |
| 6. wave    | ( ) | (f) fall because not held firmly                     |
| 7. loosen  | ( ) | (g) express disagreement, or quarrel about something |

## D. Vocabulary — 2

Fill in the blanks in each sentence below with a suitable word. Choose the word from those given in brackets.

1. The thief who escaped from the Central Jail yesterday was \_\_\_\_\_ by the police after a long chase.  
(capture / capturing / captured)
2. My Mother has tried all kinds of poison to \_\_\_\_\_ cockroaches in our house but she hasn't succeeded yet.  
(get rid / rid of / get rid of)
3. In Karnataka, a number of wild elephants are captured every year by setting \_\_\_\_\_ in the jungles.  
(traps / trap / trapping)
4. The policeman didn't notice the thief who was \_\_\_\_\_ behind the bush.  
(hid / hiding / hide)
5. Biafu, Deebea and Gunde \_\_\_\_\_ for a long time about who among them should climb the tree and wait for 'The One You Don't See Coming'.  
(arguing / argument / argued)
6. Biafu waited for a long time for 'The One You Don't See Coming', but the animal didn't come. However, Biafu didn't get \_\_\_\_\_ (impatiently / impatience / impatient)



### E. Spelling — 1

Write down the plural forms of the following words. The first one is an example. (Remember: the plural form of some of the words remains the same.)

- |              |         |
|--------------|---------|
| 1. thief     | thieves |
| 2. calf      | _____   |
| 3. ox        | _____   |
| 4. knife     | _____   |
| 5. leaf      | _____   |
| 6. deer      | _____   |
| 7. child     | _____   |
| 8. furniture | _____   |

### F. Spelling — 2

Write down the past tense forms of the verbs given below. A few have been done for you.

- |          |       |           |       |
|----------|-------|-----------|-------|
| 1. fling | flung | 7. drink  | _____ |
| 2. steal | _____ | 8. shake  | shook |
| 3. creep | _____ | 9. flee   | _____ |
| 4. catch | _____ | 10. hear  | _____ |
| 5. fight | _____ | 11. bring | _____ |
| 6. rise  | rose  | 12. throw | _____ |

### G. Pronunciation

The underlined part in the words under A is pronounced the same way as in theft. The underlined part in the words under B is pronounced the same way as in there. Say the words in each column aloud and notice the difference in the pronunciation of the letters th.

- | A       | B         |
|---------|-----------|
| throw   | then      |
| think   | them      |
| thief   | weather   |
| thick   | feather   |
| thumb   | rather    |
| health  | therefore |
| thank   | with      |
| through | though    |

### H. Structure — 1

Look at these sentences:

- The bird is singing.
- The singing bird flew away from its nest.

Sentence 1 describes what the bird is doing. It describes an action.

In sentence 2 there is a description of the bird — the bird that was singing.

Now look at this sentence from the story:

Biafu asked Deebe and Gunde to go back to their hiding place and wait.

Does hiding place here mean the place that was hiding? No, it doesn't. It means the place where Deebe and Gunde were to hide themselves.

We can add *-ing* to verbs and use them to describe nouns (e.g., a *running* train, a *laughing* clown, a *weeping* child).

- Add *-ing* to the verbs given below:

swim   bark   sing   move   drive  
walk   fish   travel

- Now fill in the blanks in the sentences below with a suitable word. Choose the word from those you formed in 1 above.

- My brother and I like swimming. Every day we go to the \_\_\_\_\_ pool near our house for a swim.
- \_\_\_\_\_ dogs scare me very much.
- My little sister has a \_\_\_\_\_ doll. It sings nursery rhymes.
- Yesterday my father drove to town, but he forgot to carry his \_\_\_\_\_ licence. He was fined by a traffic policeman for not carrying his licence.
- A \_\_\_\_\_ stick cannot walk, but it can help a person walk.
- Father went fishing yesterday. But he returned home soon without any fish because he had left behind his \_\_\_\_\_ rod at home.
- It is very dangerous to board a \_\_\_\_\_ train.
- I hardly get a chance to see my elder brother even though he lives with us. This is because he is a \_\_\_\_\_ sales man and is away most of the time.

### I. Structure — 2

- Look at this sentence from the story:

- It's no use hunting sleep.

We can write this sentence in another way:

- Hunting sleep is (of) no use.

Sometimes, a word ending in *-ing* can be a noun. In sentences (a) and (b), *hunting* is a noun. Also note that *hunting* is in the *subject* position in this sentence.

Here are some more sentences of this type:

- Smoking is bad for one's health.
- Riding a bicycle is easier than riding a scooter.

Make meaningful sentences similar to b c and d above from the table given below:

|                            |          |   |
|----------------------------|----------|---|
| Boarding a moving train    |          | dangerous.                              |
| Climbing mountains         | can be   | great fun.                              |
| Swimming in the sea        | is       | uncomfortable.                          |
| Riding a horse             | requires | dangerous but exciting.                 |
| Riding a camel             | was      | one of my hobbies.                      |
| Playing games              |          | the only interest in Kumbakarna's life. |
| Fishing                    |          | a bad habit.                            |
| Sleeping                   |          | a lot of strength.                      |
| Running in a marathon race |          | good for one's health.                  |
| Telling lies               |          | very simple                             |
| Making tea                 |          | a lot of practice                       |



2. Now look at this sentence from the story :

You can't see the coming of sleep.

In the sentence above, coming is used as a noun. But here, it is in the object position.

Let us look at some more sentences in which words ending in -ing are nouns and are in the object position

My sister enjoys writing letters.

I hate being late to school.

What does my sister enjoy ? Writing letters.

What do I hate ? Being late to school.

Fill in the blanks in the following sentences with -ing forms of the verbs given in brackets.

1. I like \_\_\_\_\_ but I do't like \_\_\_\_\_. (sing, dance)
2. Children love \_\_\_\_\_ comics. They also love \_\_\_\_\_ television. (read, watch)
3. My father enjoys \_\_\_\_\_ cards. My mother loves \_\_\_\_\_ (play, garden)
4. I dislike \_\_\_\_\_ long letters. But I love \_\_\_\_\_ long letters. (write, receive).
5. Srikant loves samosas. He loves ice-cream. He loves kulfi. He loves pakodas. He really loves \_\_\_\_\_. (eat)
6. Leela loves magazines. She loves novels. She loves \_\_\_\_\_. (read)
7. Sreenu is very fond of cricket. He is also fond of football, hockey and basket ball. He enjoys \_\_\_\_\_ these games. (watch)
8. Balan goes to see Hindi films. He also loves English films. He goes to see Telugu and Tamil films too. He really enjoys \_\_\_\_\_ films. (see)

#### J. Composition

Imagine that Sleep was a person like us. Sleep knew that nobody could attack it, but it got very angry when the young hunters in the village tried to capture and kill it. Sleep wanted to teach the young hunters a lesson. So it decided to leave the village for a while and see what the people in the village would do without it.

Now use the points given below to describe what happened to the people in the village when Sleep went away.

1. Men returned home from work - hungry, tired - wanted to sleep after dinner - could not - kept rolling in bed - women wanted to put children to bed - also very tired - children could not sleep - cried all the time - dogs, cats, goats, sheep, cattle could not sleep - confusion - did not know what to do.
2. Next morning everyone felt weak, tired - could not do any work - all work stopped - everyone got angry with each other.
3. Elders in the village said Sleep was angry - asked young people to arrange feast in honour of Sleep - big feast - people prayed to Sleep - requested Sleep to return - said Sleep was like God - will not make Sleep angry again.
4. Sleep took pity on the villagers - returned - babies slept - animals slept - everyone could sleep - people very happy - life normal again.

— O —

## FULL MOON

One night as Dick lay fast asleep.

Into his drowsy eyes

A great still light began to creep

From out the silent skies.

4

It was the lovely moon's for, when

He raised his dreamy head,

Her surge of silver filled the pane

And streamed across his bed.

8

So, for a while, each gazed at each —

Dick and the solemn moon —

Till, climbing slowly on her way,

She vanished, and was gone.

12

— Walter De La Mare

#### A. Meanings and Notes

|      |    |                 |   |  |
|------|----|-----------------|---|--|
| line | 2  | drowsy          | : | sleepy   |
| line | 3  | Still           | : | not moving, silent, peaceful                         |
| line | 7  | surge of silver | : | light, which is bright like silver, moving in waves  |
|      |    | her             | : | the moon's (The moon is often referred to as 'she'.) |
|      |    | pane            | : | sheet of glass in a window                           |
| line | 8  | streamed        | : | flowed   |
| line | 9  | gazed           | : | looked with wonder for a long time                   |
| line | 10 | solemn          | : | full of dignity, peaceful                            |

#### B. Comprehension

Answer the questions below

1. Where did the ' great still light ' come from ?
2. What awoke Dick ?
3. What did the moon's ' surge of silver ' do to Dick's room ?
4. Do you think Dick was angry with the moon for waking him ?
5. What happened to the moon after Dick and she had gazed at each other for a while ?
6. What words does the poet use to describe the moon and her actions ? (e.g. great still light - line 3)  
Pick out more words.

— O —



## 9. OOKA AND THE STONE LION

Ooka was a wise old judge who lived many years ago in Japan. Although he was a very busy man, he always had time for his grandson, Kazuo. Kazuo, who liked his grandfather very much, thought that he was the wisest man in the world. He told his friends that there was nothing which the great judge could not do.

One day Kazuo and his friends, Shigeo and Minoru, were playing in front of two huge stone lions that stood at Ooka's gate. Kazuo boasted<sup>1</sup> to his friends that his grandfather's lions were the biggest in the whole city of Tokyo<sup>2</sup>. Minoru, who came from a family of sculptors<sup>3</sup>, replied, "My grandfather, who is a famous sculptor, makes lions as big as these."

"That's nothing," said Shigeo. "My grandfather can make one twice as big as these if he wants to."

"Well, if my grandfather feels like it, he can carve<sup>4</sup> the whole world into a lion," said Minoru.

Kazuo did not know what to say. He knew that his grandfather was greater than his friends' grandfathers. But it was impossible for anyone to make a lion bigger than the world. Still, he did not want to keep quiet. He boasted to his friends that his grandfather could make their grandfathers' stone lions come to life<sup>5</sup>.

Shigeo and Minoru roared with laughter when they heard Kazuo say this. "No one could do such a thing," they said.

Angrily, Kazuo said he could prove it to them. He asked them to come with him to see his grandfather.

When his grandson came into the house with his two small friends and asked him to prove that he could turn a stone lion into a live<sup>6</sup> one, Ooka did not know what to do. The judge was a wise and clever man, but he was not a magician<sup>7</sup>. He could not perform such a trick. But he did not want to tell the children so because he did not want Shigeo and Minoru to make fun of his grandson.

Ooka thought about the matter carefully. Then he said, "Well, it is possible to bring a stone lion to life. Anyone who has read a fairy-tale<sup>8</sup> knows this. If you bring me the lion which Minoru's grandfather can carve from the whole world, I will breathe life into it."



One day Kazuo and his friends, Shigeo and Minoru, were playing in front of two huge stone lions that stood at Ooka's gate

But Kazuo, who was eager to prove his grand father's greatness, was not satisfied. "Oh, grandfather," he said, "Can't you bring to life one of the lions at our gate?"

Now Ooka was in trouble. "I can do that," he replied, "but bringing a stone object to life requires a lot of energy, and I'm too tired just now."

When the judge said this, the three boys looked at him and smiled. They knew that he was making excuses<sup>9</sup>.

At once Ooka realized that he had made a mistake. "All right," he said, "let's go and have a look at the lion. Perhaps I'm not too tired."

The three boys and Ooka walked out to the gate. The judge looked at the lion confidently. "It's a difficult job," he said, but not impossible." Then he turned to the boys. "He certainly is a huge monster<sup>10</sup>, isn't he?" he said. "I'm sure he will be quite fierce<sup>11</sup>."

The boys began to look worried. "Perhaps we should hide behind a tree while you do the trick," Kazuo said.

"No, no," Ooka said firmly. "I don't have enough strength to perform such a trick alone. I shall need your help. Now say goodbye to each other."

"Goodbye? Why?" Shigeo asked.

"Because such a huge lion, who is sure to be hungry, will eat all four of us as soon as he comes to life," Ooka said.

The three boys looked at the huge stone lion in silence. At last Shigeo said, "If you are really so tired, perhaps it's better not to bring the lion to life."

"No, no," the judge said. "I must prove to you that I can do the trick. Otherwise you won't believe me."

"I believe you," said Minoru quickly.

"Sodo I," Shigeo said.

"I've always believed you, Grandfather," Kazuo said.

Ooka sighed. "I'm very disappointed," he said. "I very much wanted to perform the trick. But since you all insist<sup>12</sup>, let's return to the house. However, disappointments often have a bright side for those who are able to see it."

So, the judge and the three boys returned to the house, leaving the stone lion alone.



"He certainly is a huge monster, isn't he?" said Ooka.  
"I am sure he will be quite fierce"



### A. Meanings and Notes

1. boasted : said proudly
2. Tokyo : Tokyo is the capital of Japan
3. sculptors : persons who make figures out of stone, wood, metal, clay, etc.
4. carve : make a special shape by cutting wood or stone
5. come to life : become alive
6. live : (used as an adjective here) alive, living
7. magician : person who can make strange things happen by magic
8. fairy-tale : story about small magical people
9. he was making excuses : he was giving false reasons (to explain why he could not bring the stone lion to life at that moment)
10. monster : (here) animal which is unusually big
11. fierce : angry, violent and cruel
12. insist : urge strongly

### B. Comprehension

Answer the questions below :

1. What made Kazuo think that his grandfather was the wisest man in the world ?
2. How did Kazuo, Shigeo and Minoru start talking about lions ?
3. What did Kazuo tell his friends about the stone lions that stood at Ooka's gate ?
4. What made Kazuo boast to his friends that his grandfather could make stone lions come to life ?
5. Did Shigeo and Minoru believe what Kazuo told them ?
6. Why did Kazuo ask his friends to go with him to see his grandfather ?
7. What happened when Kazuo asked his grandfather to prove that he could turn a stone lion into a live one ? What did Ooka tell the children ?
8. Why was Kazuo not satisfied with what his grandfather said ? What did he ask his grandfather to do ?
9. Do you think that Ooka could really bring a stone lion to life ? How can you tell ?
10. Why did the boys say that it would be better not to bring the stone lion to life ?
11. When the boys told Ooka that it would be better not to bring the stone lion to life, do you think Ooka felt happy ? Or do you think he really felt disappointed ? How can you tell ?

### C. Vocabulary — 1

Given below in column A are some words taken from the story. All these words are adjectives *i.e.*, words which describe persons or things. Match each adjective with its noun form given in column B. The first one is done for you as an example.

| A               | B                      |
|-----------------|------------------------|
| 1. hungry       | (a) wisdom ( )         |
| 2. famous       | (b) hunger ( 1 )       |
| 3. wise         | (c) eagerness ( )      |
| 4. clever       | (d) fame ( )           |
| 5. eager        | (e) satisfaction ( )   |
| 6. difficult    | (f) cleverness ( )     |
| 7. satisfied    | (g) anger ( )          |
| 8. disappointed | (h) difficulty ( )     |
| 9. angry        | (i) disappointment ( ) |
| 10. worried     | (j) worry ( )          |

### D. Vocabulary — 2

Fill in the blanks in the sentences given below with an appropriate word, choosing the word from those given in brackets.

1. Govinda's father is a ————. He makes images of gods and goddesses from wood and stone. (sculpture / sculptor)
2. Kazuo thought that it was easy for his grandfather to make a stone lion ————. (breathe / breath)
3. Kazuo was ———— that he could prove his grandfather was greater than his friends' grandfathers. (confidence / confident)
4. Being children, Kazuo, Shigeo and Minoru did not know that it is ———— to bring a stone lion to life. (impossibility / impossible)
5. The ———— performed by the magician were so interesting that the audience asked for more. (tricking / tricks)
6. Ooka told the children that he didn't have the ———— to perform the trick alone. (strong / strength)
7. Kazuo thought that his grandfather was so ———— that there was nothing which the great Judge could not do. (wise / wisdom)
8. It is not ———— to ride a moped if you know how to ride a bicycle. (difficulty / difficult)

### E. Spelling

Fill in the missing letter in each of the words given below :

|          |           |            |            |
|----------|-----------|------------|------------|
| judg —   | sto — d   | sculpt — r | b — hind   |
| quit —   | qui — t   | la — ghter | magici — n |
| fi — rce | monst — r | bre — the  | pr — ve    |

### F. Pronunciation

Say each of the words given below aloud. Note the way the letter O is pronounced in it. Then write down the word in its appropriate column as shown in the example.

|       |       |       |     |         |      |
|-------|-------|-------|-----|---------|------|
| prove | rod   | mock  | too | monster | ox   |
| broom | often | proof | oil | brood   | moon |
| food  | fond  |       |     |         |      |

| A        | B       |
|----------|---------|
| 1. broom | 1. fond |

### G. Using the Dictionary

Imagine that you want to look up the meanings of the following words in a dictionary. Can you arrange the words as they are listed in the dictionary *i.e.*, in the alphabetical order ?

|         |          |           |         |                |
|---------|----------|-----------|---------|----------------|
| busy    | huge     | sculptor  | boast   | believe        |
| judge   | strength | carve     | roar    | clever         |
| perform | trick    | breathe   | eager   | insist         |
| energy  | realize  | confident | excuse  | disappointment |
| start : | believe  | boast     | breathe | .....          |



## H. Structure

Look at this sentence from the story :

1. My grandfather, who is a famous sculptor, makes lions as big as these.

Now look at this sentence :

2. A person who makes wooden furniture is called a carpenter.

In sentence 1, the subject is my grandfather. The underlined part in the sentence only tells us more about the grandfather. Suppose we left out the underlined part (who is a famous sculptor) ; the sentence still remains meaningful.

✓ My grandfather makes lions as big as these. ✓

In Sentence 2, we are talking about a particular person. It is the underlined part (who makes wooden furniture) which makes it clear who we are talking about. If we leave out the underlined part in sentence 2, the sentence becomes meaningless ; it is no longer clear which person we are talking about.

× A person is called a carpenter. ×

Let us now look at a few more sentences like sentence 1 above. These sentences are also taken from the story.

3. But Kazuo, who was eager to prove his grandfather's greatness was not satisfied.

4. Because such a huge lion, who is sure to be hungry, will eat all four of us as soon as he comes to life.

Note that even if we leave out the underlined parts in sentence 3 and 4, the sentences remain meaningful. Also note that the underlined parts in sentences 1, 3 and 4 are separated from their nouns by commas (grandfather in sentence 1, Kazuo in sentence 3, and lion in sentence 4).

Fill in the blanks in the following sentences with groups of words similar to the underlined parts in sentences 1, 3 and 4 above. Use the hints given in brackets. The first one is done for you as an example.

1. The pilgrims to Sabarimala who were tired after a long walk, decided to rest for a while. (tired after a long walk)
2. The tourists, \_\_\_\_\_, lost their way. (not yet familiar with the place)
3. The child, \_\_\_\_\_, kept crying. (could not find his mother)
4. The driver, \_\_\_\_\_, could not stop the bus anywhere near the bus-stop. (driving very fast)
5. Mahesh, \_\_\_\_\_, is also a good stage actor. (our school champion)
6. Mr. R. Venkataraman, \_\_\_\_\_, belongs to South India. (our former - President)
7. Samir's father, \_\_\_\_\_, teaches music in the City College of Music. (a good musician)
8. Preeti's father, \_\_\_\_\_, has written many stories for children. (a well-known writer)
9. Birbal, \_\_\_\_\_, was a great favourite of Emperor Akbar. (a wise and clever man)
10. Biafu, \_\_\_\_\_, found it difficult to keep awake. (tired and sleepy)

## I. Composition

Write a story using the ideas given below. The beginning part of the story is provided below :

One evening a woman was trying to put her child to bed. The child was very tired and sleepy, but was refusing to sleep. Finally the woman took him out into the garden and started singing for him.

The moon - up in the sky - child saw moon - wanted it - mother cried to make him forget about moon - not possible - mother brought child inside - child would't sleep - kept asking mother for moon - started crying bitterly - mother did not know what to do.

Woman started thinking - got an idea - picked up a large mirror - took child out into garden again - held mirror against moon - child could see moon's reflection - thought he had got moon - very happy - stopped crying immediately - played with moon's reflection for a while - went to sleep - mother very happy and relieved.

## 10. A SPIDER WEAVES A WEB

There is an old Greek story about a lovely girl named Arachne who became famous as a weaver<sup>1</sup>. Her weaving was so good that even the goddesses came to watch her weave. One day the girl boasted that she could weave better than even Athena, the goddess of weaving. This made Athena very angry. She could not believe that any one living on earth could weave as well as her. The goddess became so angry and jealous that she tore to bits all the weavings done by Arachne. She also changed Arachne into a spider and said she would have to weave all the time. When we see a spider hanging in her beautiful web, we know who it is.

Among adult<sup>2</sup> spiders, it is only the female that builds webs. In youth, both males and females weave webs.

All spiders spin silk, but only certain spiders weave webs. Some webs are simple ; some look like a bunch of tangled<sup>3</sup> threads. Some look like funnels<sup>4</sup>, and some others like sheets of silk. But the finest of them all is the orb web — the web that forms a complete circle.

When one of these spiders gets ready to build her web, she first chooses the place. Then she spins a thread and fastens<sup>5</sup> it to a branch. She drags the end of the thread to another object and attacks it. She now has a bridge.

The spider can walk along the bridge at once. The silk is produced as a liquid, but it hardens<sup>6</sup> almost as soon as it comes out of the spider's body. At some point along the bridge she stops, drops down a thread, and ties it tightly.

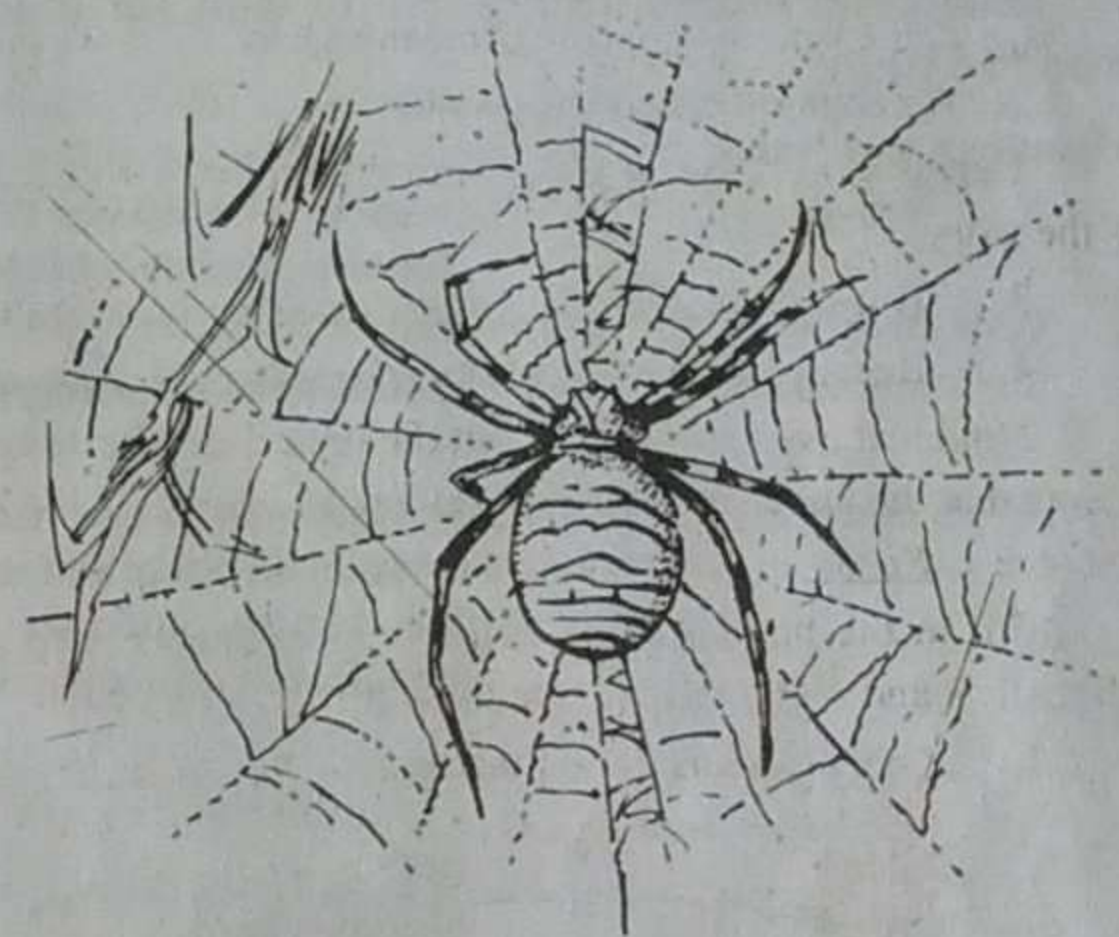
Then she adds another thread or two so that there is a simple framework<sup>7</sup> of three to four sides. Later she will add to this framework. The final web will be a figure of many sides.

The spider now drops a centre line. From this line to the framework she makes spokes<sup>8</sup>. She runs back and forth, never resting. When she finishes, the spokes are almost exactly the same distance apart from one another. Now the wheel is ready.

As soon as the wheel is ready, the spider makes a spiral<sup>9</sup> at the centre to make the web strong. This is called the hub. The spider makes a few more spirals around the hub. Then she pulls the spirals tight. Next she makes a larger spiral farther out on the wheel. This spiral is not part of the web at all ; it is scaffolding<sup>10</sup> which the spider holds on to while she finishes her web.

Now the spider walks along the scaffolding. She now spins her trapping threads. These are covered with a glue<sup>11</sup>. An insect that steps on this sticky glue is sure to be trapped. But the spider herself is safe from the glue. On the soles<sup>12</sup> of her feet she has a special oil that prevents them from getting stuck.

After she finishes spinning the trapping threads, the spider rolls up her old scaffolding. This is because she does not need it any longer. She eats it or throws it away.



When we see a spider hanging in her beautiful web, we know who it is



Then she makes the "doorbell". The doorbell is a thread that goes from the web to her den<sup>13</sup>. This will warn her when insects arrive at the web. When an insect fights to free itself from the web, the spider feels the vibration<sup>14</sup> in the line. Then she runs to the web to make the kill.

The spider may eat her meal on the spot; or she may save it for a later meal. In either case she first ties up the insect with broad bands of silk. Now the insect is trapped; it cannot escape. But to make sure that the insect does not get away, the spider gives it a shot of poison. The poison does not kill the insect at once; it paralyses<sup>15</sup> it.

When the spider at last sits down for her meal, she has a long feast. Spiders do not chew; they just suck out the juices. Spiders may eat a meal for as long as eighteen hours. After the meals is over, the spider throws away the empty shell of the insect.

Then she returns to her den to wait for the next visitor to her web. She waits for the doorbell to ring.

#### A. Meanings and Notes

1. weaver : person who makes things by forming threads into cloth
2. adult : fully grown
3. tangled : mixed up in a disorderly way

4. funnels : vessels which are round and wide at the top and narrow at the bottom, used for pouring liquids into a small opening



funnel

5. fastens : ties
6. hardens : becomes hard
7. framework : frame on which, or round which, something will be made

8. spokes : bars joining the outer part of a wheel to the centre



spoke

spokes

9. spiral : something going round and round



spiral

10. scaffolding : frame put up round a structure that is being built or repaired



scaffolding

11. glue : material used for sticking things together
12. soles : the under parts of one's feet
13. den : hole in which an animal lives
14. vibration : movement caused by something shaking rapidly
15. paralyses : makes (something) unable to move

#### B. Comprehension

Answer the questions below :

1. What made Athena angry ?
2. What did the angry Athena do to Arachne ?
3. When we see a spider hanging in her web, what do we know about it ?
4. Say whether the following statements are TRUE or FALSE according to the passage :
  - (a) Among adult spiders, both males and females weave webs.
  - (b) All kinds of spiders weave webs.
  - (c) The orb web is shaped like a complete circle.
  - (d) The silk produced by a spider becomes hard soon after it comes out of the spider's body.
  - (e) The first thing a spider does while building a web is to get the wheel ready.
  - (f) Before spinning the trapping threads, a spider constructs a scaffolding.
5. What are the trapping threads covered with ? What happens when an insect steps on the trapping threads ?
6. How is a spider itself safe from the trapping threads ?
7. What work does the "doorbell" do ?
8. What does a spider do to a trapped insect before eating it ?
9. How does a spider make sure that the trapped insect does not escape ?
10. Which of the following statements is true according to the passage ?
  - (a) A spider chews up the trapped insect.
  - (b) A spider chews the trapped insect and sucks out the juices from its body.
  - (c) A spider sucks out the juices from the body of the trapped insect and throws away the empty shell.
 (Put a ✓ mark against your answer.)

#### C. Vocabulary — I

Given below are a few sentences based on the passage you have just read. In each sentence, one word has been underlined. Match each underlined word with its appropriate meaning. The meanings are also given below.

##### Meanings :

1. number of things of the same kind tied together
2. well known because of having done great things
3. spoke proudly of one's own qualities, actions, etc.
4. fearing that a person will take away what one has, and therefore disliking that person
5. structure built of wood, stone, iron, etc. carrying a road over a valley, river, etc.
6. amount of space between two points
7. stop something from happening
8. draw (a liquid) into the mouth using the lips

##### Sentences :

1. Arachne boasted that no one could weave better than her.
2. Arachne became famous as a weaver.
3. spiders build a bridge before they start weaving their webs.



4. The distance between the various spokes of the wheel made by a spider is almost the same.
5. Some webs woven by spiders look like a bunch of tangled threads.
6. Athena became so angry and jealous that she tore to bits all the weavings done by Arachne.
7. The broad bands of silk with which the insect is tied up prevent it from escaping.
8. Spiders suck the juices out of the body of the trapped insect.

#### D. Vocabulary — 2

Given below in column A are some words taken from the passage. Match each word in column A with the word with the opposite meaning in column B.

| A           | B              |
|-------------|----------------|
| 1. old      | (a) earlier    |
| 2. better   | (b) full       |
| 3. female   | (c) weak       |
| 4. complete | (d) loose      |
| 5. empty    | (e) new        |
| 6. tight    | (f) male       |
| 7. strong   | (g) worse      |
| 8. later    | (h) incomplete |

#### E. Pronunciation

Given below is a group of words. The underlined letter in each word is pronounced either as in the word *make* or as in the word *have*. Say each word aloud and write it down in the appropriate column.

|        |             |          |         |           |
|--------|-------------|----------|---------|-----------|
| became | hang        | change   | place   | safe      |
| angry  | famous      | trap     | tangled | dragged   |
| escape | scaffolding | paralyse | later   | vibration |
| attach |             |          |         |           |

| A  | B  |
|--|--|
| letter <i>a</i> pronounced as in <u>make</u> | letter <i>a</i> pronounced as in <u>have</u> |

- |           |          |
|-----------|----------|
| 1. became | 1. angry |
| 2.        | 2.       |
| 3.        | 3.       |
| 4.        | 4.       |
| 5.        | 5.       |
| 6.        | 6.       |
| 7.        | 7.       |
| 8.        | 8.       |

#### F. Using the Dictionary

When you open a dictionary at any page, you will find two words printed in bold type at the top of the page. These words are usually called 'headwords'. All the words on that page will be between these two headwords.

For example, on page 120 of a dictionary, the headwords given at the top of the page are *calf / call*. On that page we find the following words: *calf, calibrate, calibre, calico, calipers, caliph, calisthenics, calk* and *call*. You know that in a dictionary, we find words arranged in the alphabetical order. You will not find the word *cab* on page 120. You will find it on an *earlier* page. Nor will you find the word *camp* on page 120. You will find it on a *later* page.

So, when you want to look up the meaning of a word in a dictionary, first look at the headwords on the page you have opened. They will tell you whether the word you want is on that page or on an *earlier* page or on a *later* page.

Suppose you want to look up the meaning of the word *fasten*. You open a certain page in a dictionary. The headwords on that page are *fall / false*. Will the word *fasten* be on that page? No, it will be on a later page (The letter *s* comes after the letter *f*). So, you open the dictionary at a later page. The headwords on that page are *father / favour*. Will the word *fasten* be on that page? No, it will be on an earlier page. (The letter *s* comes before the letter *f*). Now you turn to an earlier page. The headword on that page are *fashionable / fateful*. Can you find the word *fasten* on this page? Yes, you can. The word you require comes between the words *fashionable* and *fateful*.

Complete the table below. The first three blanks have been filled for you as examples.

| The word you want | headwords on the page you have opened | The word you want is on the page / on an earlier page / on a later page. |
|-------------------|---------------------------------------|--|
| choose            | caution / centre                      | on a later page  |
| adult             | advent / after                        | on an earlier page   |
| framework         | foyer / franc                         | on the page  |
| spoke             | sound / south                         |  |
| hub               | humility / hurl                       |  |
| scaffolding       | scabbard / scandal                    |  |
| den               | dependent / depression                |  |
| vibration         | vex / victoria                        |  |
| paralyse          | pale / paltry                         |  |

#### G. Structure

1. Look at this sentence from the passage :

After she finishes spinning the trapping threads, the spider rolls up her old scaffolding.

There are two actions described in the above sentence. They can be written as two different sentences :

1. The spider finishes spinning the trapping threads.
2. Then the spider rolls up her old scaffolding.

The action described in sentence 1 above comes before the action described in sentence 2. We can combine sentences 1 and 2 using the word *after* (See the sentence from the passage above.)

Given below are a few pairs of sentences. In each pair, the action described in sentence (1) comes before the action described in sentence (2). In each case, combine the two sentences using the word *after*.

Pair (a)

- (1) A spider chooses the place where she wants to build her web.
- (2) She spins a thread and ties it to a branch.

Pair (b)

- (1) The spider makes spirals around the hub.
- (2) She makes the scaffolding.

Pair (c)

- (1) The spider ties up the insect with broad bands of silk.
- (2) She gives it a shot of poison.



Pair (d)

- (1) The spider sucks out the juice from the insect's body.
- (2) She throws away the empty shell of the insect.

Pair (e)

- (1) The spider has had her meal.
  - (2) She returns to her den.
2. Look at this sentence :
- (a) Arachne was a lovely girl before she became a spider.
- This sentence means : At one time Arachne was a lovely girl. Later she became a spider.
- We can write sentence (a) in another way without changing its meaning.
- (b) Before she became a spider, Arachne was a lovely girl.
- Make sentences like (a) and (b) above from the table given below :

|                                   |        |                                   |
|-----------------------------------|--------|-----------------------------------|
| Ramanujam used to work as a clerk | before | he became a famous mathematician. |
| Velan used to live in a hut       |        | he bought this lovely house.      |
| We will go on a picnic            |        | you go away.                      |
| Let us see a film together        |        | they sit down to study.           |
| Let me ask you one more question  |        | you take a decision.              |
| Some people pray                  |        | you start scolding me.            |
| Think carefully                   |        | you answer the questions.         |
| Listen to what I have to say      |        |                                   |

## H. Composition

Given below is a story which tells us how squirrels got stripes on their backs. But in some of the paragraphs, the details are *not* in the right order. Read the sentences in each paragraph carefully, and arrange them in the right order wherever necessary.

Paragraph 1 (Introduction)

There is an old story which explains how squirrels got stripes on their backs.

Paragraph 2

- At Lanka, he imprisoned her in a forest.
- Ravana, the demon king, stole Sita and carried her away to Lanka.

Paragraph 3

- He was wondering how he could cross the sea.
- After a long search, Rama came to know what had happened to Sita.
- He decided to go to Lanka, fight a battle with Ravana, and rescue Sita.
- But in order to reach Lanka, he had to cross the sea somehow.

Paragraph 4

- The apes dumped thousands of huge rocks into the sea.
- Then Sugreeva, the king of apes, offered to help. Rama build a bridge across the sea.
- He ordered his army to build a stone bridge across the sea.

Paragraph 5

- The squirrels in the area, who came to know about the building of the bridge, decided to help Rama too.
- They picked up as much sand as they could, and dropped it into the sea.

Paragraph 6

- Rama was able to cross the sea and reach Lanka.
- Finally the bridge was completed.

Paragraph 7

- Thus he succeeded in rescuing Sita.
- At Lanka, Rama fought a battle with Ravana and killed him.
- He then went to the place where Sita had been imprisoned, and released her.

Paragraph 8

- He picked up one of the squirrels and touched it on its back to bless it.
- He wanted to show them how much he appreciated their help.
- While he was returning from Lanka, Rama remembered the help he had received from the squirrels.
- The marks of Rama's fingers remained permanently on the squirrel's back.
- Immediately, the marks of Rama's fingers appeared on the back of every squirrel.

Paragraph 9

Even to this day, you can see the marks of Rama's fingers on every squirrel you see.



## THE BLIND BOY

- O SAY, what is that thing called light,  
Which I can ne'er enjoy ?  
What is the blessing of the sight ?  
4 O tell your poor blind boy !
- You talk of wondrous things you see,  
You say the sun shines bright ;  
I feel him warm, but how can he  
8 Then make it day or night ?
- My day or night myself I make  
Whene'er I sleep or play ;  
And could I ever keep awake  
12 With me 'twere always day.
- With heavy sighs I often hear  
You mourn my hapless woe ;  
But sure with patience I may bear  
16 A loss I ne'er can know.
- Then let not what I cannot have  
My cheer of mind destroy ;  
Whilst thus I sing, I am a king,  
20 Although a poor blind boy.

— Colley Cibber

### A. Meanings and Notes

|      |    |                         |   |                              |
|------|----|-------------------------|---|------------------------------|
| line | 2  | ne'er                   | : | never                        |
| line | 3  | blessing                | : | thing that brings happiness  |
| line | 5  | wondrous                | : | wonderful                    |
| line | 10 | when'er                 | : | when'ever                    |
| line | 11 | could I ever keep awake | : | if I could keep awake always |
| line | 12 | 'twere always day       | : | it would always be day       |
| line | 14 | hapless                 | : | unlucky                      |
|      |    | woe                     | : | sorrow, grief                |
| line | 18 | cheer                   | : | gladness                     |
| line | 19 | whilst                  | : | while                        |

### B. Comprehension

Answer the questions below

- Why does the boy say that he can never enjoy light ?
- What does the boy want others to tell him ?
- The boy says that he makes his ' day or night ' himself. What is the difference between day and night to him ?
- What is the boy's ' hapless woe ' which others mourn ?
- Which lines in the poem tell us that the boy is happy in spite of his blindness ?

— O —

## 11. THE BABY-SITTER<sup>1</sup>

Gajpati was a shikar elephant<sup>2</sup> in the Forest Department. He and his keeper, Karim, worked in the foothills<sup>3</sup> of the Himalayan mountains.

To his keeper, Karim, Gajpati was the best, biggest and the most intelligent elephant in the whole of Asia. Gajpati was ten feet tall, and he weighed more than four tons<sup>4</sup>. His legs were like trees and he had stamped<sup>5</sup> bears to death. Yet he was a very gentle animal. He loved Karim and his little son very much. If Gajpati was not doing anything when Karim's wife had to fetch water or when she had to cook dinner, she or Karim would draw a circle on the ground in front of the chained elephant and put the baby inside it. "Keep him inside the circle, Gajpati," they would tell the big tusker<sup>6</sup>. He would look after the child ; he would gently put the child back into the circle if he tried to crawl away.

One afternoon, after a long journey, Karim camped near a river. He cut some grass and bamboos to build a temporary hut. Then he took Gajpati into the forest to get some fodder<sup>7</sup>. When they returned, Karim chained the elephant to a big mango tree, away from the sun. Now Karim's wife gave the baby curds and wild honey to eat. Then she took a big earthen pot and went off towards the river to fill it.

"Look after the baby while I am away," she said to her husband as she moved away from the camp.

She didn't return for a long time. Karim got to his feet and shouted in the direction she had taken. There was no reply. He put his hands round his mouth and shouted again. Again there was no reply.

Suddenly, Karim marked a circle in front of the elephant and put the baby into it. "Look after him, Gajpati !" he said to the elephant. Then he ran towards the river to see what had happened to his wife.

Under Gajpati's trunk<sup>8</sup>, next to his huge legs, the baby lay and played. He could do whatever he liked to do, but each time he tried to crawl out of the circle, he was picked up and put back in the circle again. Sometimes Gajpati dropped a little mud over the baby, to drive away flies. And sometimes drops of green spit fell from his mouth on the baby's stomach and tickled him. The elephant and the child were happy with each other.

The air became colder and the baby began to cry. Suddenly the sun was gone. Jackals howled and porcupines<sup>9</sup> came out of their burrows<sup>10</sup>.

Not far away from the camp, a male hyena<sup>11</sup> came out of his burrow. His mate and another young hyena followed him out of the burrow. Hyenas eat dead animals, even skeletons. They also pick up any small, helpless creatures they might find.

The hyenas heard the baby crying, and ran immediately in the direction of the camp.

At the camp, the baby was crying continuously. Gajpati was getting worried about it. He offered the baby a mouthful of leaves, and fanned him. It was no good ; the child wouldn't stop crying. He lifted his trunk and trumpeted<sup>12</sup> for the parents to come back and do something.

They did not appear.



Suddenly Gajpati smelt the hyenas. He stood still and felt the breeze with his trunk to find out more. He could not see the hyenas, but he knew that they were quite close. He gathered the child closer to his feet and squealed<sup>13</sup>.

Gajpati did not see the hyenas till they were very close. He pulled at the chain on his leg angrily. The chain cut a groove<sup>14</sup> into the bark of the tree. It cut into Gajpati's leg too. The elephant grumbled and blew.

The hyenas were not worried. One sat down far away from the elephant and stared at the baby. The others began to circle around behind.

Gajpati sensed danger. He put his forehead against the huge mango tree and pushed it with all his strength to break it down. He did not succeed but the roots of the tree creaked<sup>15</sup>.

The elephant then rushed towards the sitting hyena, but it ran away. Then the hyenas behind him moved jumped towards the baby, so he charged towards them. They too ran away.

Gajpati attacked the tree again. But now the child was crying bitterly and trying to crawl away from the circle. So Gajpati moved away from the tree, and gathered the baby to him. Then he stood still close to the tree and watched.

The hyenas were hungry and bold. They were not prepared to wait the whole night. They started moving closer to the circle.

Suddenly Gajpati moved like lightning and in a moment one of the hyenas was under his forefeet<sup>16</sup>. Gajpati stamped it to a pulp<sup>17</sup> and threw the dead animal away.

The other two ran away, leaving the elephant and the child in peace for an hour or two.

After some time, the child fell asleep. A little after midnight, Gajpati dozed<sup>18</sup> too.

Suddenly the baby woke up, and began to crawl away. He was already out of Gajpati's reach when the elephant woke up. It was early morning, and Gajpati saw the hyenas coming back. But now the baby was several yards away from him.

Gajpati pulled at his chain as strongly as he could. The chain cut deeper into his flesh and blood poured down. The hyenas moved closer to the child.

At the same moment the huge tree fell and smashed down upon the elephant and the baby together. When they saw the tree fall, the hyenas ran away. They were so scared that they didn't return.

When Karim and his wife rushed back to the camp in the morning, they saw only the fallen tree and Gajpati under it.

Where was their baby?

They quickly cut some of the branches and pulled away the leaves. There the child lay sleeping close to the elephant's trunk. Crying, his mother snatched him up. He was very dirty and scratched, but he was unhurt and alive.



Gajpati pulled at his chain as strongly as he could

Gajpati lay beneath the tree, his eyes closed.

Karim thought that Gajpati had tried to escape from the camp. "So you wanted to leave the baby alone and escape, you traitor<sup>19</sup>?" he said to the elephant in anger.

The previous night, Karim's wife had dropped her pot in the river. Then, as she tried to recover it, she had fallen into the river. Karim had not been able to find her and he had got lost in the jungle. In the morning they found each other rushed back to the camp.

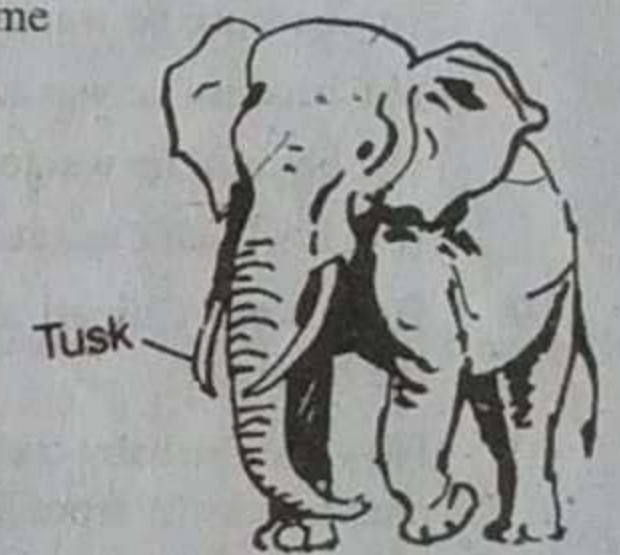
Now, still cursing Gajpati, Karim cleared away the branches and untied the elephant's chain. Gajpati was now able to stand up but he was bleeding and shaking.

"Look!" Karim's wife said suddenly.

When Gajpati stood up, the branches fell to the side and now Karim and his wife could see the dead hyena. They could also see Hyena tracks everywhere. Then they knew what had really happened. Gajpati was not a traitor; he had saved their child's life.

#### A. Meanings and Notes

1. baby-sitter : person who looks after a baby while its parents are away
2. shikar elephant : Shikar elephants are used by hunters during hunting. They carry the hunters deep into the forests
3. foothills : areas lying at the bottom of high mountains
4. ton : measure of weight equal to about one thousand kilos
5. stamped : brought one's foot down heavily on some one or something
6. tusker : elephant with tusks
7. fodder : food for animals (here, for the elephant)
8. trunk : (here) long nose of an elephant
9. porcupines : animals which look like rats and are covered with long needle-like parts
10. burrows : holes made in the ground by rabbits, foxes, porcupines, etc.
11. hyena : wild animal which looks something like a dog
12. trumpeted : made a sound like a trumpet (Trumpet is a musical instrument made of brass. One has to blow air into a trumpet to play it.)





13. squealed : gave a long cry (especially in pain or fear)
14. groove : long, narrow and hollow cut in wood or other material
15. creaked : made a harsh sound
16. forefeet : front feet
17. pulp : soft inside material of a plant or fruit (when Gajpati stamped the hyena, the animal became like a pulp)
18. dozed : fell into a light sleep
19. traitor : unfaithful person (who does harm to his own people)

### B. Comprehension

Answer the questions below :

1. Who was Gajpati ? Where did he work ?
2. How did Gajpati look after the baby when his parents were busy with their work ?
3. Why did Karim's wife leave the camp ?
4. Why did Karim ask Gajpati to look after the baby ?
5. Why do you think the hyenas ran towards the camp ?
6. When Gajpati saw the hyenas very close to the camp, why did he pull at the chain on his leg ? What did he think the hyenas would do ?
7. Why was it difficult for Gajpati to scare away all the three hyenas at the same time ?
8. Why did Gajpati want to break down the huge mango tree ?  
(a) because he wanted to escape from the camp  
(b) because he was angry at being chained to the tree  
(c) because he wanted to protect the baby from the hyenas  
(Put a ✓ mark against your answer.)
9. How were Gajpati and the baby left in peace for an hour or two ? (What had happened to the hyenas ?)
10. How did the baby crawl away out of Gajpati's reach ? (What was Gajpati doing while the baby was crawling away from him ?)
11. How did Gajpati save the baby from the hyenas ?
12. Why did Karim call Gajpati a traitor ?
13. Why did Karim and his wife fail to reach the camp the previous night ?
14. How did Karim and his wife come to know that Gajpati had saved their child's life ?

### C. Vocabulary — 1

Given below are a few groups of words. In each group, there is one word which does not belong to the group. Circle the word that does not belong in each. The first one is done for you as an example.

- |              |        |          |           |
|--------------|--------|----------|-----------|
| (a) yard     | feet   | inch     | ounce     |
| (b) mountain | hill   | hillock  | lake      |
| (c) inch     | ton    | pound    | kilo      |
| (d) circle   | acre   | triangle | rectangle |
| (e) trunk    | chain  | tusk     | tail      |
| (f) hyena    | jackal | peacock  | porcupine |
| (g) trumpet  | howl   | squeal   | snatch    |
| (h) crawl    | walk   | run      | watch     |
| (i) sleep    | doze   | nod      | cry       |

### D. Vocabulary — 2

1. Given below in column A are a few words taken from the story. In column B you will find certain meanings. Match each word in column A with its meaning in column B.

| A         | B   |
|-----------|---|
| 1. smash  | (a) to make someone laugh by touching his skin lightly.   |
| 2. crawl  | (b) to rush at someone or something in order to attack  |
| 3. tickle | (c) to make a loud, long and sad cry, as that of a dog or a wolf                                  |
| 4. howl   | (d) to move along the ground slowly.  |
| 5. creak  | (e) to make a harsh sound similar to the sound made when two things are rubbed against each other |
| 6. charge | (f) to break to pieces with great force and with a crashing sound                                 |

2. Now fill in the blank in each of the following sentences with a suitable word. Choose the word from those you looked at above i.e. *smash, crawl, tickle, howl, creak, charge*. Remember to use an appropriate form of the word.

1. The angry child picked up a glass flower vase and \_\_\_\_\_ it against the window.
2. I think there is something wrong with our dog, Bozo. He kept \_\_\_\_\_ the whole of last night.
3. If you have a door that \_\_\_\_\_, you should oil its hinges.
4. The hungry tiger \_\_\_\_\_ at the deer and caught it within minutes.
5. The snake \_\_\_\_\_ out of its hole and moved quickly towards the mongoose.
6. The clown \_\_\_\_\_ the children with a feather and they all laughed.

### E. Spelling

We can form adverbs from some adjectives by adding *-ly* to them. For example sure + *-ly* = surely, quick + *-ly* = quickly, immediate + *-ly* = immediately.

Form adverbs from the adjectives given below by adding *-ly* to them. Some of them have been done for you.

|               |                 |               |                    |
|---------------|-----------------|---------------|--------------------|
| 1. gentle     | <u>gently</u>   | 7. sudden     | _____              |
| 2. real       | _____           | 8. bitter     | _____              |
| 3. hungry     | <u>hungrily</u> | 9. slow       | <u>slowly</u>      |
| 4. angry      | _____           | 10. beautiful | <u>beautifully</u> |
| 5. continuous | _____           | 11. late      | _____              |
| 6. strong     | _____           | 12. rare      | _____              |

### F. Pronunciation

The letters *ou* and *ow* are pronounced in the same way in the case of the words given below. Say each of the words aloud.

|        |       |
|--------|-------|
| out    | now   |
| found  | towel |
| shout  | howl  |
| pounce | owl   |
| round  | brown |
| doubt  | drown |
| loud   | town  |
| south  | down  |
| mouth  | cow   |
| bound  | prowl |



### G. Using the Dictionary

In the previous lesson, we saw that by looking at the headword on a page in a dictionary, we can find out whether the word we require is on that page or not. In this lesson, you will get some more practice in using the headwords on a page to decide whether the word you are looking for is on that page or not.

Complete the table below as quickly as you can.

| The word you want | Headwords on the page you have opened | The word you want is on the page / on an earlier page / on a later page |
|-------------------|---------------------------------------|---|
| foothill          | foliage / forcible                    | on the page   |
| mountain          | monument / moth                       |   |
| fetch             | filings / firth                       |   |
| tusker            | tumble / tweezers                     |   |
| temporary         | timid / today                         |   |
| fodder            | flavour / floss                       |   |
| trunk             | tropics / tulip                       |   |
| spit              | spire / spout                         |   |
| burrow            | bushy / cable                         |   |
| mate              | maritime / mastiff                    |   |

### H. Structure

1. Look at this sentence from the story :

1. Gajpati saw the hyenas coming back.

This sentence means : The hyenas were coming back, and Gajpati saw them while they were doing so.

Sentence 1 can be rewritten as *two* different sentences.

(a) The hyenas were coming back.

(b) Gajpati saw it.

What does the word *it* in sentence (b) refer to ? It refers to *the hyenas coming back*. Thus we can say :

Gajpati saw the hyenas coming back.

Let us look at another sentence from the story :

2. The hyenas heard the baby crying.

How do we rewrite sentence 2 as two different sentences ?

(a) The baby was crying.

(b) The hyenas heard it.

What does the word *it* in sentence (b) refer to ? It refers to *the baby crying*.

2. Given below are pairs of sentences like (a) and (b) you saw above. Join each pair of sentences and make sentences like 1 and 2 above. The first one is done for you as an example.

(i) Viswanath was entering the class late. The headmaster saw it.

The headmaster saw Viswanath entering the class late.

(ii) Vimala and Mohan were quarrelling. The teacher heard it.

(iii) The plane was landing. We saw it.

(iv) The thief was trying to break open the door. The man inside the house heard it.

(v) The thief was getting on to a train. The policeman saw it.

(vi) You were talking to Anand on the phone. I heard it.

(vii) The Nagas were dancing. We saw it.

(viii) Mother was shouting at the servant. I heard it.

(ix) Sweta was opening the biscuit tin. Mother saw it.

### I. Composition

Write a story using the ideas given below. The story will be in four paragraphs and the ideas for each paragraph have been given separately.

Para 1 : farmer and wife - lived in a hut with small baby - farmer kept a mongoose as pet-mongoose looked after baby whenever parents were away

Para 2 : one day farmer away at work - child asleep - woman suddenly remembered - had not brought water from river - left child with mongoose - went to fetch water

Para 3 : suddenly snake appeared near hut - mongoose saw snake crawling into hut - charged at snake - long fight - snake killed at last - pieces of snake flesh and blood on floor - mongoose felt weak and tired - dozed

Para 4 : farmer's wife returned - saw blood near entrance - got frightened - thought mongoose had attacked baby - rushed inside - snatched child up - but nothing wrong with baby - then saw pieces of snake flesh lying on floor - knew what had really happened - mongoose had saved child's life.



## 12. FOOL'S PARADISE

Somewhere, sometime, there lived a rich man whose name was Kadish. He had an only son who was called Atzel. In Kadish's house there also lived an orphan<sup>1</sup> girl whose name was Aksah. Atzel was a tall boy with black hair and black eyes. Aksah had blue eyes and golden hair. Both were about the same age. As children, they ate together, studied together, and played together. Everyone knew that when they grew up, they would marry.

But when they grew up, Atzel suddenly became ill. It was an illness no one had ever heard of before; Atzel imagined that he was dead.

How could such an idea come to him? It seems he had had an old nurse<sup>2</sup> who constantly told stories about Paradise<sup>3</sup>. She had told him that in Paradise it was not necessary to work or to study; in Paradise one slept for a long time, and one had no duties.

Atzel was lazy by nature. He hated to get up early and to study. He knew that one day he would have to take over his father's business. He did not want to do that.

He wanted to die as quickly as possible because that was the only way to get to Paradise. He kept thinking of death all the time. Soon he began to imagine that he was dead.

Atzel's parents became terribly worried. Aksah cried in secret. The family tried their best to convince<sup>4</sup> Atzel that he was alive. But he refused to believe them. He would say, "Why don't you bury me? Can't you see that I am dead? Because of you I cannot go to Paradise."

Many doctors came to examine<sup>5</sup> Atzel, and they all tried to convince him that he was alive. They reminded<sup>6</sup> him that he was talking and eating. So he cannot be dead. But soon Atzel began to eat less, and he rarely spoke. His family feared that he would really die.

Kadish was deeply worried. He went to consult a great specialist<sup>7</sup> called Dr. Yoetz. After listening to a description of the boy's illness, the doctor said to Kadish, "I promise to cure your son in eight days. But you must do whatever I tell you to, even if it seems strange."

Kadish agreed, and Dr. Yoetz said he would visit Atzel the same day. Kadish went home and told everyone that they should follow the doctor's orders without question.

Dr. Yoetz arrived and was taken to Atzel's room. The boy lay on his bed, pale and thin from fasting<sup>8</sup>.

The doctor took one look at Atzel and called out, "Why do you keep a dead body in the house? Why don't you arrange a funeral<sup>9</sup>?"

When they heard these words, the parents became terribly frightened, but Atzel smiled and said, "you see, I was right."

The doctor asked Kadish and his wife to prepare a room which would look like Paradise.



Atzel lay on his bed, pale and thin from fasting.

The walls were hung with white satin<sup>10</sup>. The windows were closed and the curtains tightly drawn. Candles burned day and night. The servants were dressed in white with wings on their backs. They were asked to play the role of angels<sup>11</sup>.

Atzel was placed in a coffin<sup>12</sup>, and a funeral ceremony was held. Atzel slept through the ceremony. When he woke up, he found himself in a room which he did not recognize. "Where am I?" he asked.

"In Paradise, my lord," a winged servant<sup>13</sup> replied.

"I am terribly hungry," Atzel said.

The servant clapped his hands. Soon, a number of men servants and maids, all with wings on their backs, came with golden trays full of meat, fish and fruit. Another servant brought a golden bowl full of wine.

Atzel ate greedily. When he had finished eating, he said he wanted to rest. Soon he fell into a deep and happy sleep.

When he woke up, the shutters<sup>14</sup> were still closed, and the candles were still burning. Again the servant brought in fish, meat, fruit and wine.

When he saw the same meal again, Atzel asked, "Don't you have any milk, coffee, bread and butter?"

"No, my lord," replied one of the servants. "In Paradise one always eats the same food."

"Is it day, or is it still night?" Atzel asked.

"In Paradise there is neither day nor night."

Atzel again ate the fish, meat, fruit, and drank the wine. But he did not like the meal much. When he had finished, he asked, "What shall I do now?"

"In Paradise one does not do anything."

"Where are the other saints?" Atzel asked.

"In Paradise each family has a place of its own."

"Can't one go visiting?"

"In Paradise, the houses are too far from each other to visit. It would take thousands of years to go from one house to the other."

"When will my family come here?"

"Your father still has twenty years to live, your mother, thirty. And people who are alive cannot come here."

"What about Aksah?"

"She has fifty years to live."

"Do I have to be alone all that time?"

"Yes, my lord."

"What is Aksah going to do?"

"Right now, she is mourning<sup>15</sup> for you. But soon she will forget you, meet another young man, and get married."

Atzel got up and began to walk to and fro. Now he had a desire to do something but there was nothing to do. He missed his father; he wanted to meet his mother and Aksha. He wanted to read something. He wanted to ride his horse, to talk to his friends.

Soon he became very unhappy. When he could no longer hide his sadness, he said to one of the servants, "Living was not as bad as I had thought."



"To live, my lord, is difficult. One has to study, work, do business. Here everything is easy."

"I can even chop wood and carry stones, but I can't sit here. How long will this last?"

"For ever."

"For ever?" Atzel began to tear his hair in grief. "I will kill myself."

"A dead man cannot kill himself."

Atzel was miserable. On the eighth day, one of the servants came to him and said, "My lord, there has been a mistake. You are not dead. You have to leave Paradise."

"Am I alive?"

"Yes, and I will take you back to earth."

Atzel was very happy when he heard this. The servant blindfolded<sup>16</sup> him, and after he had made Atzel walk for a long time through the corridors<sup>17</sup> of the house, he brought him to the room where his family was waiting. There he uncovered Atzel's eyes.

It was a bright day and the sun shone through the windows. Feeling very happy, Atzel hugged and kissed his parents.

And to Aksah he said, "Do you still love me?"

"Yes, I do. How can I forget you?"

"Then let's get married."

Soon the wedding took place. Dr. Yoetz was present at the wedding. The celebration lasted seven days and seven nights.

Atzel and Aksah were extremely happy, and both lived for a long time. Atzel stopped being lazy and became the most successful merchant in the whole region.

#### A. Meanings and Notes

1. orphan : person whose father and mother are dead
2. nurse : (here) person who takes care of children
3. paradise : Place where good people are believed to go after their death
4. convince : to satisfy (someone) about something by showing proof
5. examine : (here) to look at someone carefully to find out what is wrong with him
6. reminded : made someone remember something



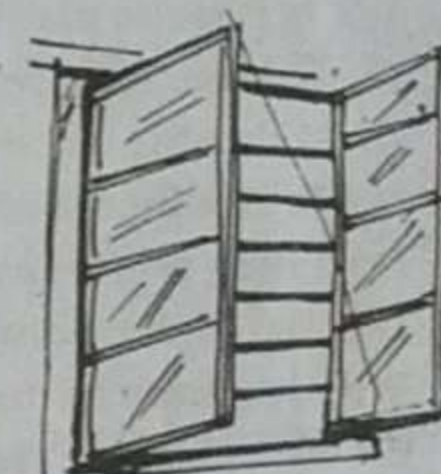
The servant blindfolded Atzel and brought him to the room where his family was waiting

7. specialist : person who has made a detailed study of one subject (here, medicine)
8. fasting : (act of) not eating any food
9. funeral : ceremony performed after a person's death
10. satin : material which is smooth and shiny on one side
11. angels : God's servants in Paradise



Coffin

12. coffin : box in which a dead body is put
13. winged servant : servant wearing wings (The servants had been asked to play the role of angels.)



Shutters

14. shutters : Wooden covering for windows used for keeping light out

15. mourning : (used as a verb here) being sad, showing grief for a dead person



Blindfolded

16. blindfolded : covered someone's eyes with a cloth

17. corridors : narrow, covered passages joining two buildings, or two parts of one building

#### B. Comprehension

Answer the questions below :

1. What was strange about Atzel's illness?
2. Why did Atzel imagine that he was dead?  
(a) because he was very unhappy  
(b) because he wanted to go to Paradise  
(c) because he did not want to marry Aksah.  
(Put a ✓ mark against the best answer.)
3. The doctors reminded Atzel that he was talking and eating and therefore he cannot be dead. What did Atzel do then?
4. Who was Dr. Yoetz? Why did Kadish go to him?
5. What did Dr. Yoetz tell Kadish before he came to see Atzel?
6. Why did Dr. Yoetz ask Kadish and his wife to prepare a room which would look like Paradise?  
(a) because Atzel was going to die  
(b) because he wanted to make Atzel believe that he was in Paradise  
(c) because Atzel wanted Dr. Yoetz to send him to Paradise  
(Put a ✓ mark against the best answer.)



7. How were Atzel's people to make sure that one of the rooms in the house would look like Paradise?
8. When Atzel woke up after the funeral ceremony, he found himself in a room which he did not recognize. Where was the room?  
 (a) in Paradise  
 (b) in his own house  
 (c) in a house he had not seen before  
 (Put a ✓ mark against the best answer.)
9. Why did Atzel not recognize the room? Do you think he knew what Dr. Yoetz had asked his parents to do?
10. Read the statements given below carefully. Which of them did the winged servant *not* say to Atzel?  
 (a) In Paradise one doesn't need to eat food.  
 (b) In Paradise one always eats the same food.  
 (c) In Paradise every meal is different from another.  
 (d) In Paradise there is no difference between day and night.  
 (e) In Paradise all people live together.  
 (f) In Paradise it is very easy to go visiting.  
 (g) In Paradise the distances between houses are great.  
 (h) Living people cannot come to Paradise.
11. Did Atzel like Paradise? Why / why not?
12. What happened on the eighth day of Atzel's stay in Paradise? Was Atzel happy about it?
13. On the eighth day, the servant blindfolded Atzel and made him walk for a long time through the corridors of the house before he brought him to meet his family.  
 Why was this done?  
 (a) Dr. Yoetz wanted Atzel to believe that he had really been to Paradise.  
 (b) the servant did not want Atzel to change his mind about going back to Earth.  
 (c) The servant wanted to delay Atzel's reunion with his family.  
 (Put a ✓ mark against your answer.)
14. Was Dr. Yoetz able to cure Atzel's illness? How can you tell?

### C. Vocabulary — 1

Look at the following sentences :

- (1) Atzel hated to get up early and to *study*.
- (2) Jayaseelan spends most of his time in his *study*.
- (3) You should *study* the report carefully.

The word *study* has three different meanings in (1), (2) and (3) above. In (1) it means 'to work at something in order to learn it'. In (2), the word means 'room used for studying or writing'. In (3) it means 'to read carefully'.

Given below are some sentences taken from the story 'Fool's Paradise'. In each sentence, one word has been underlined. Also given are some of the meanings of the underlined word. Read each sentence carefully and find out which meaning applies in the sentence.

Example :

I promise to cure your son in eight days.

- cure (a) to make something last long by making it hard, by adding salt, etc.  
 (b) to help a person return to health  
 (c) act of healing

Answer : (b)

1. Atzel was lazy by nature.  
 nature (a) whenever which causes changes in the world  
 (b) character of a person  
 (c) world of plants, animals as a whole  
 Answer : ( )
2. He knew that one day he would have to take over his father's business.  
 business (a) trade by which one earns money  
 (b) duty  
 (c) matter requiring attention  
 Answer : ( )
3. Kadish went home and told everyone that they should follow the doctor's orders without question.  
 follow (a) to come or go after someone  
 (b) to understand something  
 (c) to obey, to carry out  
 Answer : ( )
4. Many doctors came to examine Atzel, and they all tried to convince him that he was alive.  
 examine (a) to inspect  
 (b) to look at someone carefully in order to find out what is wrong with him.  
 (c) to question a man in a court of law  
 Answer : ( )
5. When he had finished eating, Atzel said he wanted to rest.  
 rest (a) to sleep, relax  
 (b) a support  
 (c) what is left of something  
 Answer : ( )

### D. Vocabulary — 2

We can form NOUNS from some VERBS by adding -tion to them. For example,

| VERB      |   |       |   | NOUN         |
|-----------|---|-------|---|--------------|
| recognize | + | -tion | → | recognition  |
| reject    | + | -tion | → | rejection    |
| confirm   | + | -tion | → | confirmation |
| admire    | + | -tion | → | admiration   |
| suggest   | + | -tion | → | suggestion   |
| accuse    | + | -tion | → | accusation   |
| tempt     | + | -tion | → | temptation   |
| apply     | + | -tion | → | application  |

Make nouns from the verbs given below by adding -tion to them.

prepare    celebrate    examine  
 imagine    consult



Fill in the blank in each of the following sentences with one of the words you formed above.

1. Dr. Yoetz asked Kadish and his wife to prepare a room which would look like paradise. The \_\_\_\_\_ of the room was part of Atze's treatment.
2. Atzel's wedding was celebrated on a grand scale. The \_\_\_\_\_ lasted a whole week.
3. Kadish went to consult Dr. Yoetz about his son's illness. He went to Dr. Yoetz for a \_\_\_\_\_.
4. Many doctors came to examine Atzel. They made an \_\_\_\_\_.
5. Atzel began to imagine that he was dead. His \_\_\_\_\_ was really strange.

#### E. Pronunciation

You will find some words in column A below and some in column B. The underlined part of the words in column A is pronounced as in *fish*, *ship*, *risk*, *trim*. The underlined part of the words in column B is pronounced as in *ride*, *hide*, *nice*, *knight*. Practise the pronunciation of the words by saying aloud one word from each column at a time.

| A             | B         |
|---------------|-----------|
| 1. wings      | idea      |
| 2. imagine    | paradise  |
| 3. convince   | remind    |
| 4. examine    | wife      |
| 5. specialist | smile     |
| 6. promise    | white     |
| 7. visit      | wine      |
| 8. family     | alive     |
| 9. coffin     | desire    |
| 10. finish    | blindfold |
| 11. missed    | recognize |
| 12. miserable | bride     |
| 13. mistake   | bright    |
| 14. corridor  | child     |

#### F. Spelling

Fill in the missing letter in each of the words given below :

|             |               |              |
|-------------|---------------|--------------|
| t - gether  | spec - alist  | cer - mony   |
| il - ness   | descri - tion | m - urning   |
| neces - ary | fun - ral     | mis - rable  |
| bus - ness  | co - fin      | su - cessful |

#### G. Punctuation

Use capital letters (e.g. A, B), commas (,), full stops (.), question marks (?) and quotation marks (") wherever necessary in the passage below.

anancy was the cleverest spider in all the forests of africa

one day anancy was singing my name is anancy and I am a very clever animal no one is as clever as me when lion heard this he was very angry besides he was king of the jungle and much bigger and stronger than anancy

anancy he growled I don't like your song I'm the king here and I'm cleverer than you don't sing that song again

anancy looked at lion and said let's do something very difficult the one who can do it first and best must be cleverer don't you think so

#### H. Structure

Look at this sentence :

(a) (To live, my lord, is difficult.) One has to study, one has to do business.

The underlined parts of the above sentence contain have to + a verb (study, do). Have to in this sentence has the same meaning as must. We can rewrite the sentence in the following way :

One must study, one must do business.

Let us look at some more sentences with have to.

(b) He knew that one day he would have to take over his father's business.

(c) You have to leave paradise.

(i) Rewrite the following sentences using a suitable form of have to as shown in the examples :

- Examples :
1. A person must be strong if he wants to become a soldier.  
A person has to be strong if he wants to become a soldier.
  2. We must be careful while swimming in the sea.  
We have to be careful while swimming in the sea.
  3. A person must work hard to succeed in life.
  4. One must be very intelligent to play Chess well.
  5. We must preserve rare animals and birds.
  6. We must respect elders.
  7. A child must be given a lot of attention.
  8. In Paradise, one must eat the same food all the time.
  9. In Paradise, one must be alone all the time.
  10. We must save oil because oil is not going to last for ever.

(ii) Rewrite the following sentences using had to as shown in the example :

Example : It was necessary for Karim to leave the child with Gajpati because he wanted to find out what had happened to his wife.  
Karim had to leave the child with Gajpati because he wanted to find out what had happened to his wife.

1. It was necessary for Gajpati to pull the tree down in order to save the child from the hyenas.
2. It was necessary for Ramu to give up his studies because of his father's illness.
3. When I was in school, it was necessary for me to work very hard.
4. When I was in school, it was necessary for me to work in the evenings.
5. When I was in the Army, it was necessary for me to wake up very early every morning.
6. When we were in the Army, it was necessary for us to go for long marches every day.
7. When Nirmala went to England to study, it was necessary for her to buy a lot of warm clothes.
8. Yesterday, it was necessary for me to walk to college because I missed my bus.

#### I. Composition

Write a story using the ideas given below :

Paragraph 1 : Ramesh - son of a rich man - very lazy by nature - didn't want to study - but parents wanted him to study well - so forced to go to school

Paragraph 2 : one day Ramesh thought of a plan - told parents he was feeling very ill - parents worried - took him to doctor - doctor examined Ramesh - said nothing wrong with him - but Ramesh kept complaining he was not well - said he was too weak and ill to go to school.

Paragraph 3 : parents decided to teach him a lesson - gave him only bread and milk - didn't allow him to listen to radio - watch T.V. - play with anyone - go and see films

Paragraph 4 : one week passed - Ramesh miserable - wanted to eat normal food - meet his friends - listen to music - etc

Paragraph 5 : Ramesh told parents he felt better - would go to school - parents very happy - their plan had worked !



## WHERE DID YOU COME FROM, BABY DEAR ?

- WHERE did you come from, baby dear ?  
 2 Out of the everywhere into here.  
 Where did you get your eyes so blue ?  
 4 Out of the sky as I came through.  
 What makes the light in them sparkle and spin ?  
 6 Some of the starry spikes left in.  
 Where did you get that little tear ?  
 8 I found it waiting when I got here.  
 What makes your forehead so smooth and high ?  
 10 A soft hand stroked it as I went by.  
 What makes your cheek like a warm white rose ?  
 12 I saw something better than anyone knows.  
 Whence that three-cornered smile of bliss ?  
 14 Three angels gave me at once a kiss.  
 Where did you get this pearly ear ?  
 16 God spoke, and it came out to hear.  
 Where did you get those arms and hands ?  
 18 Love made itself into hooks and bands.  
 Feet, whence did you come, you darling things ?  
 20 From the same box as the cherubs' wings.  
 How did they all just come to be you ?  
 22 God thought about me, and so I grew.  
 But how did you come to us, you dear ?  
 24 God thought about you, and so I am here.

— George Macdonald.

### A. Meanings and Notes

|      |    |               |   |   |
|------|----|---------------|---|---|
| line | 5  | sparkle       | : | give out flashes of light                   |
|      |    | spin          | : | go round quickly                            |
| line | 6  | starry spikes | : | sharp points of light from stars            |
| line | 10 | stroked       | : | moved the hand gently over something        |
| line | 13 | whence        | : | from where                                  |
|      |    | bliss         | : | great happiness                             |
| line | 15 | pearly        | : | like a pearl                                |
| line | 20 | cherub        | : | baby with wings, supposed to live in heaven |

### B. Comprehension

Answer the questions below :

- Where has the child come from ? Which lines in the poem help you answer this question ?
- Why are the child's eyes 'so blue' ? (What is the colour of the sky ?)
- 'I found it waiting when I got here.' (line 8). What does 'here' mean in this line ? What did the child find waiting for it ?
- How did the child get its happy smile ?
- How did the child get its 'pearly ear' ?
- How did the child get so many lovely things ?
- "God thought about you, and so I am here." (line 24)  
 Who did God think about ? Do you think. He wanted them to be happy ? How can you tell ?



### 13. AN ATTACK ON THE FAMILY

A crumbling<sup>1</sup> brick wall surrounded the garden in our big house in Corfu<sup>2</sup>. It was an ancient wall with a number of cracks in it. Thousands of insects and other creatures<sup>3</sup> lived in these cracks in the wall. I used to spend a lot of time sitting near the wall and observing the strange creatures that lived in it.

There were a number of scorpions<sup>4</sup> living in the garden wall. I grew very fond of them and was always removing the plaster on the wall so that I could watch their strange habits. Sometimes I caught a few of them and let them walk about in bottles. This way I could study how their feet moved. I wanted to take some of them into the house and look after them, but my people had ordered me not to take them into the house.

Then one day I found a fat female scorpion in the wall. A number of tiny baby scorpions clung<sup>5</sup> to her back like a coat. I was fascinated<sup>6</sup> by this family of scorpions, and decided to smuggle<sup>7</sup> them into my bedroom. I thought I could keep them there and watch them grow. I carefully picked up the mother and the babies, put them into a matchbox and rushed home. Just when I was entering the house, I was called to lunch. I did not have enough time to go up to my bedroom and hide the matchbox, so I placed it carefully on the mantelpiece<sup>8</sup> in the drawing-room and joined the others for the meal. Eating my food slowly and leisurely, and listening to my people arguing with one another, I completely forgot about the scorpions in the matchbox. After he had finished eating, my brother Larry brought his cigarettes. Lying back in his chair, he put one in his mouth, and picked up the matchbox he had brought from the drawing-room.

I am quite certain that the female scorpion did not mean to cause any trouble. She was angry because she had been shut up in a matchbox for so long. So, as soon as Larry opened the matchbox, she climbed out of it, her babies still clinging to her back, and moved to the back of Larry's hand. Larry, feeling the movement of her claws<sup>9</sup> on his hand, glanced down to see what it was. When he saw her, he screamed so loudly that our servant dropped a plate in fear and our dog Roger started barking wildly.

Then Larry jerked<sup>10</sup> his hand quickly and the poor scorpion fell on the table midway<sup>11</sup> between my sister Margo and



When Larry saw the scorpion, he screamed so loudly that the servant dropped a plate in fear and Roger started barking wildly

my brother Leslie. When Leslie saw a scorpion on the table, he jumped out of his chair. Margo screamed as loudly as a railway engine and threw her glass of water at the scorpion. The water did not fall anywhere near the scorpion but drenched<sup>12</sup> my mother. The scorpion had now moved under Leslie's plate, and Roger, not knowing what was happening, ran round and round the room barking like a mad dog.

"It's that stupid boy again," shouted Larry.

"Look out! Look out! They're coming!" screamed Margo. "There are a few under my plate!"

"There's one more in mother's plate," said Leslie. "Get a book," he said, "hit them with a book."

Mother, not aware of what was happening, asked us what the matter was. She was still wiping her glasses.<sup>13</sup>

"Gerry will kill everyone in the house. Look at the table. It's full of scorpions. Oh, my God, there's one more here!" Larry said.

"Quick! Quick! Do something!" Margo kept screaming.

"Stop screaming and get a book, Margo. You're worse than the dog," said Leslie. "Shut up, Roger."

"By the grace of God I wasn't bitten," someone said.

"Look out, there's one more right in front of you!"

"Oh, shut up and get me a book or something," Leslie said again.

Mother asked us how the scorpions had got on to the table. She didn't know where they had come from. But nobody had the time to explain it to her.

"It's Gerry's work, as usual. Every matchbox in this house is a death-trap,<sup>14</sup>" Larry said.

"Hit it with your spoon. Go on, hit it . . . ."

Since he did not know why everyone was shouting, Roger thought that we were all in some kind of danger. He thought it was his duty to defend<sup>15</sup> us. As our servant was the only stranger in the room, he decided that she was responsible for all the trouble and bit her.

By the time everyone calmed down, all the baby scorpions had hidden themselves under various plates. Leslie said that the whole lot of scorpions should be killed. But I begged everyone not to let that happen. Finally, they asked me to remove all the scorpions from the house. Then everyone went into the drawing-room.

I spent half an hour collecting the baby scorpions, picking them up in a teaspoon, and returning them to their mother's back. Then I carried them outside on a plate, and released them on the garden wall. I thought I should leave my people alone for some time and so Roger and I spent that afternoon in the hills.



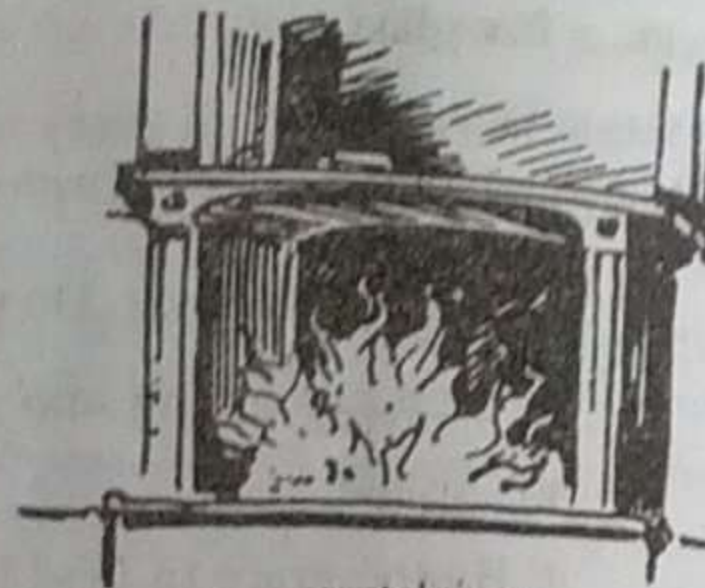
## A. Meanings and Notes

1. crumbling : breaking into pieces
2. Corfu : an island in Greece
3. creatures : living things
4. scorpion : small creature with eight legs having poison in its tail
5. clung : (past tense form of *cling*) held firmly
6. fascinated : greatly interested
7. smuggle : (here) take something in or out secretly



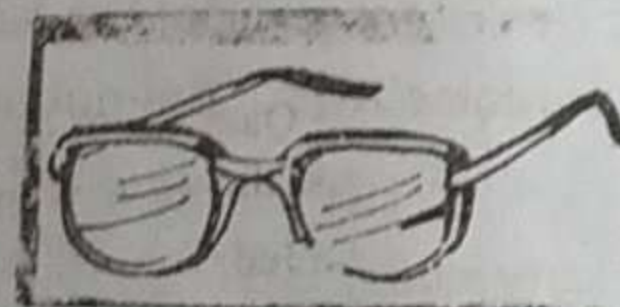
scorpion

8. mantelpiece : structure built round and above the fire-place in a room



mantelpiece

9. claws : (here) sharp, curved parts at the end of certain legs of a scorpion
10. jerked : moved or pulled (something) suddenly
11. midway : in the middle
12. drenched : made (someone) very wet
13. glasses : (here) spectacles
14. death-trap : trap meant to kill someone
15. defend : protect (someone) from harm.



glasses

## B. Comprehension

Answer the questions below :

1. What is the name of the person who is telling the story ?
2. What did Gerry spend a lot of time near the crumbling wall ?
3. Why couldn't Gerry bring scorpions into the house and look after them ?
4. Why do you think Gerry was fascinated by the family of scorpions ? What did he decide to do with them ?
5. Why did Gerry want to take the scorpions into his bedroom ?
6. Why did Gerry leave the matchbox on the mantelpiece ?  
 (a) because he didn't want anyone to touch it.  
 (b) because he wanted Larry to open it and get stung by the scorpions.  
 (c) because there wasn't enough time for him to hide the matchbox in his bedroom.  
 (Put a ✓ mark against your answer.)

7. What was there in the matchbox which Larry brought from the drawing-room ?
8. What made the servant drop plate ? Why did Roger start barking wildly ?
9. What happened when others in Gerry's family saw the scorpions ? (What did Leslie do when he saw one of the scorpions ? What did Larry do ? What did Margo do ?)
10. Why did Roger bite the servant ?
11. Did the people in Gerry's family come to know who had brought the scorpions into the house ? How can you tell ?
12. What suggestion did Leslie make about what should be done to the scorpions ? What decision did the family take about the scorpions finally ?
13. What did Gerry do with the scorpions at the end ?  
 (a) He smuggled them into his bedroom.  
 (b) He released them on the garden wall.  
 (c) He released them somewhere in the hills.  
 (Put a ✓ mark against your answer.)
14. What did Gerry do the rest of the day ? Why ?

## C. Vocabulary — 1

Match each verb in column A with its meaning in Column B.

| A           | B  |
|-------------|--|
| 1. order    | (a) to set free someone or something                             |
| 2. surround | (b) to put something away in such a way that others won't see it |
| 3. release  | (c) to watch something or someone carefully                      |
| 4. beg      | (d) to command someone   |
| 5. observe  | (e) to ask humbly or earnestly for something                     |
| 6. hide     | (f) to be on all sides of something or someone                   |

Now fill in the blank in the following sentences with a suitable verb. Choose the verb from those given in column A above. Remember to use an appropriate form of the verb.

1. The Qazi accused Sultan Giasuddin of killing the widow's only son. He asked the Sultan to make good the widow's loss. The Qazi \_\_\_\_\_ the Sultan to make good her loss.
2. The Judge said that the accused had not stolen anything. He said that the accused was innocent. The Judge asked the police to \_\_\_\_\_ the accused.
3. The soldier had lost his way in the jungle. He was trying to find his way back to his camp. Suddenly, the enemies arrived and gathered all round him.  
The enemies \_\_\_\_\_ the soldier.
4. The widow came to the Qazi and complained that the Sultan had killed her only son. She \_\_\_\_\_ him for justice.
5. The thief didn't want to keep the stolen ornaments in his house. He \_\_\_\_\_ them in a bush behind a temple.
6. Have you ever \_\_\_\_\_ how ants move particles of food from one place to another ?

## D. Vocabulary — 2

Given below are a few words which appear in the story. Also given are a few questions. Read each question carefully and complete the answer to the question using an appropriate word from those given.

- |          |         |          |
|----------|---------|----------|
| explain  | strange | ancient  |
| stranger | defend  | clinging |
1. Why was the brick wall crumbling ?  
Because it was \_\_\_\_\_



2. Why did the mother scorpion look fat ?  
Because a number of baby scorpions were \_\_\_\_\_ to her back.
3. Why was Gerry always removing the plaster on the wall ?  
So that he could watch the \_\_\_\_\_ habits of the scorpions.
4. What did Roger want to do ?  
He wanted to \_\_\_\_\_ the family.
5. Why didn't Gerry's mother know where the scorpions had come from ?  
Because nobody had the time to \_\_\_\_\_ it to her.
6. Why did Roger bite the servant ?  
Because she was the only \_\_\_\_\_ in the room.

#### E. Pronunciation

Given below is a group of words. The underlined part in each word is pronounced either as in the word *duty* or as in the word *number*. Say each word aloud and write it down in the appropriate column.

|        |         |        |       |           |
|--------|---------|--------|-------|-----------|
| tusker | student | rushed | music | crumbling |
| stupid | smuggle | lunch  | tune  | huge      |
| fume   | shut    | jumped | argue |           |

A

underlined part pronounced  
as in *number*

1. tusker
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

B

underlined part pronounced  
as in *duty*

1. student
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

#### F. Using the Dictionary

1. Look at this sentence from the passage :

I grew very fond of them and was always removing the plaster on the wall so that I could watch their strange habits.

What does the word plaster mean in this sentence ?

Let us look up the word in a dictionary. One dictionary lists four different meanings of this word.

1. material spread over the walls of a building to make them smooth.
2. material used for shaping into figures as ornaments
3. cloth covered with sticky matter used to protect a wound
4. spread plaster over (e.g., the walls of a room)

We can see from the list of meanings given above that meanings 2, 3 and 4 do not apply. In the given sentence, the word plaster has the first meaning listed in the dictionary.

2. Now look at this sentence :

I wanted to take some of them into the house and look after them but my people had ordered me not to take them into the house.

What meaning does the word ordered have in the above sentence ? Given below are some of the meanings of the word order listed in a dictionary. Look at the meanings and choose the right meaning of the word order in the sentence.

1. arrangement e.g., in alphabetical order
  2. neat arrangement
  3. healthy state ; e.g., My stomach is out of order.
  4. command
3. What meaning does the word duty have in the sentence given below ?  
He thought it was his duty to defend us.

Look at some of the meanings of the word duty given in a dictionary and find out which of these meanings the word duty has in the above sentence.

1. attendance
2. something which one must do
3. money which must be paid to the government before bringing goods into the country.

#### G. Structure

Look at this sentence from the passage :

1. Mother asked us what the matter was.

The above sentence is in reported speech (also called indirect speech. Remember we looked at reported statements in Lesson 3, 'The Qazi's Judgement' ?) In this sentence, a question asked by someone (Mother) has been reported by (some) other person (Gerry). It is a reported question.

What was the question Gerry's mother actually asked ? We can find this out by rewriting sentence 1 in direct speech.

1. Mother said to us, "What is the matter ?"

Now let us look at the differences between sentences 1 and 1a.

- (i) The words *said to us* in 1a have been changed to *asked us* in 1.
- (ii) The comma after *said to us* in 1a, the question mark after *what is the matter* and the inverted commas at the beginning and end of the question *what is the matter* are not used in 1.
- (iii) The order of words in the question also changes. *What is the matter* in 1a becomes *what the matter was*.
- (iv) The verb *is* in 1a has become *was* in 1 (A verb which is in the simple present tense in direct speech takes its simple past tense form in reported speech.)

But note that the word *what* is repeated in sentence 1. Words, like *what*, *when*, *where*, *why* and *how* are called question words. If the question in direct speech begins with a question word (*what* in 1a), it is repeated in the indirect or reported speech.

Now let us look at a few more reported questions and the questions actually asked by the speakers.

2. Mother asked us how the scorpions had got on to the table.

—reported speech

- 2a. Mother said to us, "How did the scorpions get on to the table ?"

—direct speech

Look at the changes in 2 above.

3. Larry asked Gerry why he hadn't told him about the matchbox.

- 3a. Larry said to Gerry, "Why didn't you tell me about the matchbox ?"

Look at the changes in 3 above.



(i) Rewrite the sentences given below in *reported speech* as in sentences 1, 2, and 3 above making all the necessary changes.

(a) Larry said to Gerry, "Where did you find the scorpions?"

(b) Gerry said to Larry, "Why did you pick up my matchbox?"

(c) Mother said to Gerry, "What did you do with the scorpions?"

(d) Leslie said to Margo, "Why didn't you hit the scorpions with a book?"

(e) Mother said to Margo, "Why are you screaming?"

(f) Mother said to Gerry, "How did you put the scorpions into the matchbox?"

(ii) Rewrite the sentences given below in *direct speech* as in sentences 1a, 2a, and 3a above making all the necessary changes:

(a) Leslie asked Margo why she had thrown water at Mother.

(b) Mother asked Gerry why Roger was acting like a mad dog.

(c) Mother asked us why the servant had dropped the plate.

(d) Larry asked Gerry what had made him bring scorpions into the house.

(e) Mother asked Gerry when he had left the matchbox on the mantelpiece.

## H. Composition

Expand the ideas given below into a story. The ideas for each paragraph have been given separately.

### Paragraph 1

Gerry and Roger taking walk in the hills - saw a man with bear - Gerry stopped - talked to man about bear - man said bear could dance - offered to show Gerry - man started beating ground with stick - bear started dancing - Gerry fascinated - gave bear some sweets - returned home with Roger - went into his room.

### Paragraph 2

Suddenly shouts - Larry shouting at top of his voice - Margo screaming - Gerry came down to see what matter was - Larry telling Mother Gerry had brought home bear this time - Gerry saw bear in garden - bear had followed Gerry to house!

### Paragraph 3

Gerry told others what had happened - everyone asked him get rid of bear - Gerry went outside - bear followed - Gerry saw bear's owner - waiting outside - bear's owner said - bear liked Gerry - wanted Gerry to buy it - Gerry said not interested - sent man away - returned home.

## 14. BATS

1. Many people will have met a bat in their drawingroom or bedroom at one time or another. If they have not been too **scared** of it, they will **surely** have **admired** its quick and **skilful** flight. They will also have been **surprised** by the quick twists<sup>2</sup> and turns with which a bat avoids things in its way, **including** shoes and towels that are sometimes thrown at it.

2. **According** to an old belief, bats are blind. But this is not true. They have **perfectly** good eyes, but these are too small to be **detected** in their thick fur. These eyes, however, are **certainly** not good enough for the bats to perform some of the **extraordinary** things in flights.



Many people will surely have admired a bat's quick and skilful flight

3. It was an **Italian naturalist**<sup>3</sup> called **Spallanzani**, who first started to study the flight of bats in the eighteenth century, he chose the **unnecessarily** cruel method of **blinding**<sup>4</sup> several bats for his study. He found that the blind bats could still fly without any difficulty avoiding **obstacles**<sup>5</sup> in their way. But he could not guess how they managed to do so.

4. It was only fairly **recently** that the problem was solved, at least **partially**. In a way, the discovery of **radar**<sup>6</sup> helped in the study of the flight of bats. A radar sends out sound waves and judges the obstacles ahead by the returning echo<sup>7</sup>. Some **researchers**<sup>8</sup> wondered if this was not the system employed by bats during their flight. A series<sup>9</sup> of **experiments** was **conducted**, and some interesting things were **discovered**.

5. First of all, some bats were blindfolded; small pieces of wax were stuck to their eyes. As usual they had no difficulty in flying to and fro without hitting anything in their way. Then it was found that if they were **blindfolded** and their ears were covered, they were no longer able to avoid hitting things. In fact, they did not seem keen on<sup>10</sup> flying at all. If only one ear was covered, they could fly with only partial<sup>11</sup> success and would **frequently** hit objects. This showed that bats could get **information** about the obstacles ahead by means of sound waves **reflected**<sup>12</sup> from them.

6. Then the noses and mouths of these bats were covered, but their ears were left uncovered. Again the bats were unable to fly without hitting things. This proved that the nose, ears and mouth all played some part in the bat's radar system.

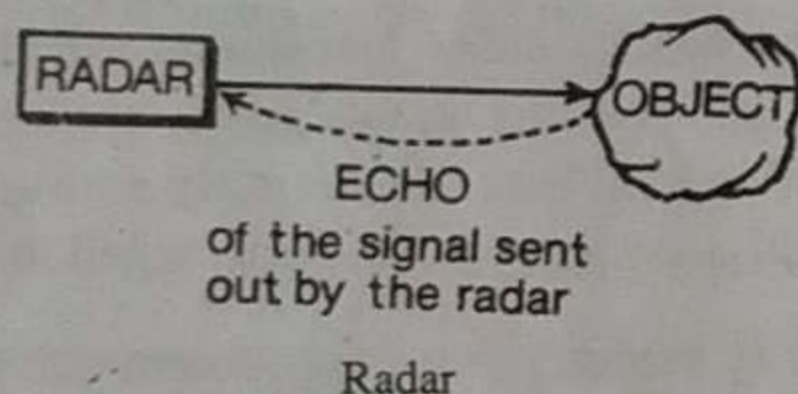
7. Finally, by the use of **extremely delicate instruments**, the facts were discovered. When a bat flies, it makes a large number of squeaks<sup>13</sup>, far too high for the human ear to pick up. Bats give out, in fact, about thirty squeaks a second. The echoes from these **squeaks**, after hitting the



obstacles ahead, return to the bat's ears. The bat can thus tell what lies ahead and how far away it is. It is, in fact, in every detail the way a radar works. But there **remained** something which the researchers could not understand; when you are sending out sound waves on radar, you must shut off your **receiver**<sup>14</sup> when you are **actually** sending out the sound, so that you receive only the echo. Otherwise the receiver would pick up both the sound sent out and its echo, and the result would be **confusing** noise. This might be possible on an **electrical apparatus**<sup>15</sup>, but the researchers could not **imagine** how the bats managed to do it. It was then discovered that there was a tiny muscle<sup>16</sup> in the bat's ear that did the job. When the bat squeaks, this muscle **contracts**<sup>17</sup> and closes the ear. When the squeak is over, the **muscle relaxes** and the ear is ready to receive the echo.

#### A. Meanings and Notes

1. skilful : (something) done well showing a lot of skill
2. twists : acts of changing direction suddenly
3. naturalist : person who studies plants, animals, insects, etc.
4. blinding : making someone blind
5. obstacles : things which stand in one's way and prevent action or movement
6. radar : instrument used to locate the position of an object by sending out a signal (The position of the object is calculated by finding out the time taken by the echo of the signal to return from the object and the direction from which the echo returns.)



7. echo : the same sound coming back (You can hear an echo when you shout in a large hall.)
8. researchers : persons who study a subject in order to discover new facts
9. series : number of things coming one after the other
10. keen on : very much interested in
11. partial : (here) not complete
12. reflected : thrown back, sent back
13. squeaks : short, high-pitched sounds
14. receiver : (here) the part of a radar that receives signals or messages
15. apparatus : instruments and machines
16. muscle : part of the body which causes movement
17. contracts : (used as a verb here) draws together and becomes smaller

#### B. Comprehension

Answer the questions given below :

1. 'According to an old belief, bats are blind. But this is not true ....' (Paragraph 2)  
What does 'this' in the second sentence above stand for?
2. Can a bat's eyes be seen easily? How can you tell?
3. When was the first study of the flight of bats conducted? Who conducted it?
4. Why did Spallanzani blind the bats used in his study?

5. What did Spallanzani notice about the blinded bats? Was he able to find out how the blinded bats were able to fly without any difficulty?
6. Some researchers wondered whether the system used by bats during their flight was not the same as the way a radar works. Why?
7. How did the researchers blindfold the bats?
8. When the bats were blindfolded, they had no difficulty in trying to and fro. What did this show?
9. How did the researchers find out that the nose, ears, and mouth all played some part in the bat's radar system?
10. How does the mouth of a bat help it in its flight?
11. How can a bat tell what obstacle lies in its path and how far away it is?
12. Why is it necessary to shut off the receiver of the radar when the sound waves are actually sent out?
13. What job does the tiny muscle in a bat's ear do?

#### C. Vocabulary — 1

Find words from the passage which have the following meanings. The paragraph number in which you can find the word has also been given in each case. The first one is done for you as an example.

1. keeps away from, escapes (para 1)  
Answer : avoids
2. something thought to be true (para 2)
3. remarkable, wonderful (para 2)
4. made use of (para 4)
5. carried out (para 4)
6. very often, time and again (para 5)
7. further on in the way (para 5)
8. sensitive, precise (para 7)
9. very small (para 7)
10. comes back to its original size (para 7)

#### D. Vocabulary — 2

Fill in the blanks in each of the sentences given below with a suitable word. Choose the word from those given in brackets.

1. Some people think that only the good ones among them go to Paradise. But this \_\_\_\_\_ may not be true. (believe/believing/belief)
2. When a metal like iron is heated, it expands; when it is cooled, it \_\_\_\_\_. (contract/contracted/contracts)
3. How does a bat manage to hear the echo of its squeak? The sound waves produced by the bat's squeaks hit the obstacles in the bat's path and get \_\_\_\_\_ from them. (reflect/reflected/reflection)
4. The receiver in a radar \_\_\_\_\_ the echo of a sound signal sent out by the radar. (receive/receives/receiving)
5. How did the \_\_\_\_\_ of radar help researchers in their study of the flight of bats?  
The system employed by bats during their flight and the system in a radar are very similar. (discovering/discover/discovery)
6. The nose, ears and mouth of a bat all enable it to \_\_\_\_\_ extraordinary things in its flights. (performing/performance/perform)



### E. Pronunciation

Sometimes, the letters ea, e, ie, and ei are pronounced in the same way. For example, the underlined parts in the words feast, female, believe and receive have the same pronunciation.

Say each of the words below aloud paying attention to the way in which the underlined part is pronounced.

- |           |              |           |              |
|-----------|--------------|-----------|--------------|
| 1. belief | 5. recent    | 9. squeak | 13. receiver |
| 2. series | 6. frequent  | 10. creak | 14. deceive  |
| 3. pieces | 7. extremely | 11. peace | 15. receipt  |
| 4. relief | 8. detail    | 12. deal  | 16. deceit   |

### F. Spelling — 1

Supply the missing letters in the words given below.

- |                  |                 |
|------------------|-----------------|
| 1. avo - d       | 7. exp - riment |
| 2. skilfu -      | 8. delicat -    |
| 3. unneces - ary | 9. instr - ment |
| 4. obsta - le    | 10. sq - eak    |
| 5. partial - y   | 11. ahe - d     |
| 6. res - archer  | 12. muscl -     |

### G. Spelling — 2

We can form nouns from the words given below by adding -ation or -ion to them.

relax, inform, detect, contract,  
deflect, reflect

Given below are the noun forms of the words given above. But some letters are missing in them. Supply the missing letters in each case.

- |                    |                 |                   |
|--------------------|-----------------|-------------------|
| 1. relax - - ion   | 3. detect - - n | 5. deflect - - on |
| 2. informa - - ion | 4. contract - - | 6. reflect - - n  |

### H Using a Dictionary

Some words in the English language have more than one meaning. In the previous lesson we saw how we can find out what meaning a word has in a particular sentence by looking up a dictionary and by studying the sentence carefully.

Given below are some sentences taken from the passage 'Bats'. In each sentence, one word has been underlined. Some dictionary meanings of the underlined word have also been given. Look at each sentence carefully and at the meanings given, and find out which meaning fits the underlined word.

1. He chose the unnecessarily cruel method of blinding several bats for his study.

dictionary meanings of the word blind :

\* adj unable to see vt \* cause a person to be blind n \* cloth pulled down from a roller to cover a window.

\*[Note : adj stands for adjective, n for noun, vt for transitive verb (A transitive verb takes an object. Verbs like give, kill, hit are called transitive verbs. They all take an object—e.g., I gave my sister a present, I killed a snake in my garden, Billu hit me with a stick.)]

2. A radar sends out waves and judges the obstacles ahead by the returning echo.

dictionary meanings of the word judge :

n 1. person who questions and tries prisoners in a court of law 2. person chosen to decide in any competition or contest vt 1. to form a judgement or opinion about someone or something 2. to make a guess about some thing, to estimate

3. Some researchers wondered if this was not the system employed by bats during their flight.

dictionary meanings of the word employ :

vt 1. use 2. use the services of ; take on as a paid worker 3. to keep busy or at work

4. Otherwise the receiver would pick up both the sound sent out and its echo, and the result would be confusing noise.

dictionary meanings of the word receiver :

n 1. person appointed to receive money that has to be paid 2. part of an instrument that receives electrical signals, messages, etc. 3. person who receives stolen goods knowingly

### I. Structure

In the lesson 'Eyes of All Sizes' we looked at sentences like the ones given below :

1. The eyes of the fish are cleansed by water.
2. Wine is made from grapes.

We said that in sentences such as 1 and 2 above, the action is more important than the person or thing that does the action.

Now look at these sentences from the passage 'Bats'.

3. It was only fairly recently that the problem was solved, at least partially.  
(Here, information about who solved the problem is not very important.)
4. A series of experiments was conducted, and some interesting things were discovered.  
(Here, information about who conducted the experiments and who discovered some interesting things is not very important.)

All the four sentences above talk about actions. But there is a difference between sentences 1 and 2, and sentences 3 and 4. In sentences 1 and 2, the verb is in the simple present tense (are cleansed, is made). But in sentences 3 and 4, the verb is in the simple past tense (was solved, was conducted, were discovered).

Sentences like 3 and 4 are used when

- (i) we are talking about an action that took place at some time in the past, and
- (ii) the action being talked about in the sentence is more important than the person or thing that did the action.

1. Rewrite the following sentences as shown in the example *i.e.*, without the doer of the action.

Example : First of all, the researchers blindfolded some bats.

First of all, some bats were blindfolded.

- (a) The researchers stuck small pieces of wax to the eyes of the bats.  
(Begin your sentence with)  
Small pieces of wax \_\_\_\_\_
- (b) the researchers found that if they blindfolded the bats and covered their ears, they were no longer able to avoid hitting things.  
(Begin your sentence with)  
It was found that if the bats \_\_\_\_\_
- (c) If the researchers covered only ear, the bats could fly with only partial success.
- (d) Then the researchers covered the noses and mouths of these bats.
- (e) Finally, the researchers discovered the facts.
- (f) The researchers discovered that there was a tiny muscle in the bat's ear.  
(Begin your sentence with)  
It \_\_\_\_\_

2. Rewrite the sentences in the passage below without mentioning the doer of the action. (Let the first sentence remain as it is.)

[A thief was running away after stealing jewels from a shop.] A policeman caught the thief after a long chase. He tied the thief's hands with a rope. He then took the thief to the police-station. At the police-station, a police officer questioned the thief for a long time. Then he sent the thief to the lock-up.



## DAYBREAK

A wind came up out of the sea,  
And said : " O mists, make room for me. "  
It hailed the ships, and cried : " Sail on,  
Ye mariners, the night is gone.

5 And hurried landward far away,  
Crying : " Awake ! It is the day. "  
It said unto the forest : " Shout !  
Hang all your leafy banners out ! "  
It touched the woodbird's folded wing,  
10 And said : " O bird, awake and sing ! "  
And o'er the farms : " O chanticler,  
Your clarion blow : the day is near. "  
It whispered to the fields of corn :  
" Bow down, and hail the coming morn. "

15 It shouted through the belfry tower :  
" Awake, O bell, proclaim the hour ! "  
It crossed the churchyard with a sigh,  
And said : " Not yet ; in quiet lie. "

— H. W. Longfellow

### A. Meanings and Notes

|      |    |             |   |  |
|------|----|-------------|---|--|
| line | 2  | mists       | : | water vapours seen everywhere early in the morning |
| line | 3  | hailed      | : | greeted  |
| line | 4  | ye mariners | : | you sailors  |
| line | 5  | landward    | : | towards land                                       |
| line | 8  | leafy       | : | made of leaves                                     |
|      |    | banners     | : | flags with signs on them                           |
| line | 9  | woodbird    | : | bird in the forest                                 |
| line | 11 | chanticler  | : | cock   |

|      |    |            |   |   |
|------|----|------------|---|---|
| line | 12 | clarion    | : | trumpet   |
| line | 14 | morn       | : | morning   |
| line | 15 | belfry     | : | that part of the tower in which the bell hangs                      |
| line | 16 | proclaim   | : | announce  |
| line | 17 | churchyard | : | burial-ground round a church  |
|      |    | sigh       | : | act of letting out one's breath loudly when one is sad, tired, etc. |
| line | 18 | quiet      | : | silence, calm   |

### B. Comprehension

Answer the questions below :

- Where did the wind come from ?
- What did the wind tell the sailors ?
- The wind asked the forest to hang all its ' leafy banners ' out. What do you think the forest's, ' leafy banners ' are ?
- The wind touched the woodbird's ' folded wing '. Why was the bird's wing ' folded ' ?
- Why did the wind ask the cock to blow its trumpet ?  
(What does a cock do early in the morning ?)
- Why did the wind sigh when it crossed the churchyard ?  
(Who lie in the churchyard ? Can they wake up ?)



## 15. THE STORY-TELLER'S LAST TALE

1. Long ago, an old writer lived in Norway<sup>1</sup>, in a small room by the side of a mountain. Through the window in his room, he could see the valley<sup>2</sup>. He had kept hundreds of books lined against the walls of his room. And next to the window, there was a large table on which he had kept ink-pots, pens, paper, candles and more books.

2. One evening, when the sun had set, the writer left his bed and went to sit at his table. He knew that he was going to die soon. He looked out through the window and saw the valley and the lake. He remembered how he had lived here quietly for many years. He also thought of the many books he had written. Soon it would all be over.

3. Suddenly a gnome<sup>3</sup> jumped on the table and sat opposite the writer. The writer greeted him happily.

"Tell me another story," he said to the old gnome. "I can't think of any more," because I have become too old."

"I don't know any more," the gnome said. "You have already written many stories about this country."

4. "Just tell me one more," said the writer. Saying this, he picked up his pencil and notebook.

"All right then," the gnome said. "Do you see that big willow<sup>4</sup> tree at the edge of the lake? I will tell you its story."

5. Then the gnome started telling the story of the willow tree.

6. In the mountains there lived some trolls. Trolls are giants<sup>5</sup> and they are very wicked<sup>6</sup> and cruel. One dark night, the trolls stole the daughter of a rich farmer when everyone in his house was asleep. They left their own daughter at the farmer's house and went away. The next morning, the farmer and his wife could not understand why their daughter's skin had suddenly become so dark or why her eyes looked like black grapes. But deep in the forest the trolls were very happy because they had got a child with fair<sup>7</sup> skin and blue eyes.

7. The troll child grew up to be a dark and wicked girl. She did only bad things. She loved no one and no one loved her. Then one day she disappeared and was never seen again.

8. But in the forest the farmer's daughter became sweeter and lovelier every year. When she was seventeen, a young man called Olav saw her. Olav was a strong man and he

worked in a farm. One day he was returning to the farm with some cows and that was when he saw the girl in the forest. Olav thought he had never seen anyone so fair and beautiful as the girl in the forest. He wanted to marry her.

9. Then Olav came to the old gnome and asked him to help him. The gnome agreed, and together, they went to the troll hill. After some time they reached the cave in which the trolls lived.

10. They waited till the trolls left their cave. At night, trolls go away into the forest to do all kinds of evil things. Before leaving, they shut the girl in a small room and locked the main entrance<sup>8</sup> to the cave. When they had gone far away from the cave, the gnome released the girl, using his magic powers. "You are not a troll girl, my child," he told her. "Outside the cave there is someone who will suit you much better than a troll."

11. When she heard this, the girl looked very surprised. At first she hesitated, but finally she came out with the gnome. There she saw Olav and they fell in love with him.

12. Then Olav, the forest girl and the gnome ran towards the farm. But they were still deep in the forest and before they could escape from the forest, the trolls learnt that the girl had been stolen. They caught Olav, beat him very badly, and took the girl back. Nothing happened to the gnome because once the trolls leave their cave they cannot do any harm to gnomes.

13. A week later, Olav and the gnome tried again. This time Olav borrowed a horse from the farmer for whom he worked. They reached the cave again but this time the trolls had left their old mother with the girl so that no one could steal the girl. The old mother troll was cooking something and when she was not looking, the gnome threw a large quantity of sleeping medicine into the food. Ten minutes later, the mother troll was fast asleep.

14. The gnome and the girl came out of the cave and again, the three of them raced through the forest as fast as possible. They were almost out of the forest when the trolls caught them. Again Olav was beaten until he was half dead and the poor girl was taken back to the cave.

15. Three weeks later it snowed heavily. This time the gnome managed to get two reindeer<sup>9</sup> to help them. Olav and the gnome sat on a small sleigh<sup>10</sup> and the reindeer pulled the sleigh on the snow. They reached the troll's cave. But the gnome had to wait a long time inside the cave because not only was the troll mother guarding the poor girl but also the troll father. At last, the gnome succeeded in putting some sleeping medicine into the troll's food.

16. As soon as the troll parents were asleep, the gnome and the girl rushed out of the cave. The reindeer raced them towards the lake. The trolls chased them, but the three of them managed to reach the lake. There they found an old fishing boat. Olav and the girl climbed into it and started rowing.<sup>11</sup>

17. The trolls finally reached the bank of the lake. They screamed and shouted but they could not do anything as the boat had already gone far across the lake. The trolls didn't have much time left because when the sun shines on them, they turn to stone. Suddenly, the strongest troll in the group picked up a big boulder<sup>12</sup> and hurled it across the lake. It did not hit the boat but it fell so close to the boat that it turned over. The girl fell into the lake and drowned<sup>13</sup>. For hours, Olav dived in search of her, but he could not find her.



Suddenly a gnome jumped on to the table and sat opposite the writer



18. After that day, Olav was miserable. No one could console<sup>14</sup> him. Everyday he went to the edge of the lake and stood in one spot, staring at the water. Then he became old and could not work any more, but he continued to return daily to the same spot. In the end, he remained there the whole day. Branches grew out of his head and roots from his feet. And then he stood there forever.

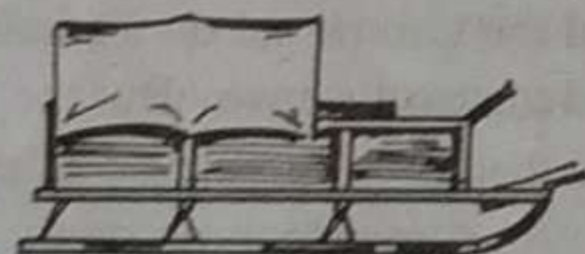
19. "He is that weeping willow you see there at the edge of the lake. Even now its branches feel about in the water, trying to find the drowned girl," said the gnome.

20. After he had finished telling the story, the gnome looked round. The old writer's head lay upon the notebook on the table. He was dead. The gnome smiled and went over to him. He closed the writer's eyes and read what was on the paper. The last words were, "And then he stood there forever."

21. The gnome pulled the notebook from under the writer's head, carefully removed the pencil from his fingers and wrote the remaining part of the story he had told him.

#### A. Meanings and Notes

1. Norway : a country in northern Europe
2. valley : area of low land between mountains or hills
3. gnome : small, ugly fairy (Gnomes are supposed to guard hidden gold and jewels.)
4. willow : tree which grows near water
5. giants : imaginary beings of great size and strength
6. wicked : very bad
7. fair : (here) light - coloured
8. entrance : large front door of a building (here, of the cave in which the trolls lived)
9. reindeer : kind of deer with large horns, found in cold parts of northern Asia and northern Europe
10. sleigh : carriage that slides over the snow on metal or wooden blades and is pulled by a horse, dog, etc.



sleigh

11. rowing : act of moving a boat forward using long bars or wood with flat ends



rowing

12. boulder : large stone
13. drowned : died by being under water for a long time
14. console : help or comfort someone in his / her sorrow

#### B. Comprehension

Answer the questions given below :

1. What did the old writer ask the gnome to do ?
2. Which story did the old gnome tell the writer ?
3. "... The next morning, the farmer and his wife could not understand why their daughter's skin had suddenly become so dark or why her eyes looked like black grapes ..." (Paragraph 6).  
What had happened to the farmer's daughter ?
4. "... But deep in the forest the trolls were very happy because they had got a child with fair skin and blue eyes ..." (Paragraph 6)  
Whose child had the trolls got ?
5. Who was Olav ? Where did he see the farmer's daughter ?
6. "Then Olav came to the old gnome and asked him to help him ..." (Paragraph 9)  
What help did Olav want from the old gnome ?
7. What did the trolls do before going away into the forest ?
8. How did the gnome release the farmer's daughter's from the trolls' cave ?
9. "When she heard this, the girl looked very surprised ..." (Paragraph 11)  
(a) What does 'this' mean in the above sentence ?  
(b) Why did the girl look very surprised ?  
(i) She was surprised to see the gnome.  
(ii) She thought that she belonged to the troll family.  
(iii) She was surprised to find strangers near the troll's cave.  
(Put a ✓ mark against the correct answer.)
10. What made the girl decide to run away from the cave with Olav and the gnome ?  
(a) She wanted to run away from the trolls.  
(b) She wanted to go back to her real parents.  
(c) She was in love with Olav.  
(Put a ✓ mark against the correct answer.)
11. What happened the first time the girl tried to run away with Olav ?
12. Why was it more difficult for the gnome to release the girl from the cave the second time ?
13. How did Olav, the gnome and the girl manage to reach the lake the third time ?
14. Could the trolls catch Olav the third time ? Why / Why not ?
15. How did the girl drown ?
16. Why did Olav go to the edge of the lake everyday and stand in one spot, staring at the water ?
17. "He is that weeping willow you see there at the edge of the lake ..." said the gnome. (Paragraph 19)  
Who is 'he' here ?
18. Had the old writer written out the story of the weeping willow in full ? How can you tell ?



### C. Vocabulary — 1

Given below are a few groups of words. In each group, one word does not belong. Look at each group of words carefully and find out which word does not belong to the group. The first one has been done for you as an example.

- |             |       |        |          |             |
|-------------|-------|--------|----------|-------------|
| 1. branches | roots | edge   | leaves   | <u>edge</u> |
| 2. ink-pot  | pen   | pencil | room     |             |
| 3. window   | door  | shelf  | valley   |             |
| 4. notebook | table | chair  | stool    |             |
| 5. cruel    | black | evil   | wicked   |             |
| 6. bullock  | horse | boat   | reindeer |             |

### D. Vocabulary -- 2

Given below in column A are some words taken from the story. In column B, you will find some meanings. Match each word in column A with its meaning in column B.

- | A            | B   |
|--------------|---|
| 1. edge      | (a) wait or pause because one is undecided on something                       |
| 2. farm      | (b) what is left of something   |
| 3. hurl      | (c) throw something violently   |
| 4. borrow    | (d) boundary of a surface such as a lake, forest, etc.                        |
| 5. guard     | (e) piece of land used for growing crops, feeding cattle, etc.                |
| 6. release   | (f) set (someone) free  |
| 7. hesitate  | (g) protect someone or keep someone away from danger                          |
| 8. remaining | (h) get something from someone on the understanding that it would be returned |

### E. Vocabulary — 3

Match each word in column A below with its opposite in column B.

- | A          | B         |
|------------|-----------|
| 1. dark    | (a) noisy |
| 2. quiet   | (b) fair  |
| 3. happily | (c) worse |
| 4. cruel   | (d) good  |
| 5. strong  | (e) small |
| 6. evil    | (f) kind  |
| 7. large   | (g) sadly |
| 8. better  | (h) weak  |

### F. Pronunciation

The letters *ou* are not pronounced in the same way in all the words given below. Read aloud the word in each column below and note how the letters *ou* in them are pronounced.

*ou* pronounced as in

- | 1       | 2      | 3     | 4       |
|---------|--------|-------|---------|
| young   | could  | proud | youth   |
| courage | would  | shout | group   |
| double  | should | found | through |
| country |        | count | route   |
| touch   |        | doubt | soup    |

### G. Spelling

Given below are some words taken from the story. Supply the missing letter in each word.

- |               |             |                |
|---------------|-------------|----------------|
| 1. va - ley   | 2. wi - ked | 3. disap - ear |
| 4. he - itate | 5. - scape  | 6. bor - ow    |
| 7. q - antity | 8. sle - gh | 9. succe - d   |
| 10. bo - lder | 11. dro - n | 12. ac - oss   |

### H. Structure

Look at these sentences :

- The old writer remembered how he had lived here quietly for many years.
- The farmer and his wife could not understand why their daughter's skin had suddenly become so dark.
- The farmer and his wife did not know where the troll girl had disappeared.

In sentence 1, we come to know that the old writer remembered something. What did the old writer remember ? ... how he had lived here quietly for many years.

In sentence 2, we are told that the farmer and his wife could not understand something. What could they not understand ?

— why their daughter's skin had suddenly become so dark.

In sentence 3, we are told that the farmer and his wife did not know something. What did they not know ?

— where the troll girl had disappeared.

Make meaningful sentences like 1, 2 and 3 above from the table given below. Remember that all the sentences to be formed are based on stories or passages you have read earlier in this book.

|   |  |
|---|--|
| The gnome showed the writer             | how he could get his enemies punished.   |
| The Qazi's assistant didn't know        | why Black Beauty was refusing to cross the bridge.                             |
| The Sultan asked the Qazi's assistant   | how the blinded bats could fly without any difficulty.                         |
| Birbal couldn't understand              | why he had made the call to prayer at the wrong time.                          |
| Birbal knew                             | why the Emperor wanted him to carry out an impossible task.                    |
| Birbal could guess                      | how he should summon the Sultan to court.                                      |
| Spallanzani could not guess             | how to carry people on his back, how to pull a carriage and other such things. |
| Black Beauty learnt                     | why he was being sent to heaven.   |
| Black Beauty's master didn't understand | where he would be taken on the day of his visit to heaven.                     |
| The gnome showed Olav                   | where the girl had been hidden by the trolls.                                  |
|   | where the girl had drowned.  |



## I. Composition

A mermaid is an imaginary sea creature who is half woman and half fish. Use the points given below and write the story of the mermaid. The first and the last paragraph of the story have been written for you.

- Para 1 Long ago there lived a great king. He and his queen had only one daughter whom they loved very much. The princess was a beautiful young girl.
- Para 2 Princess and friends - gone to beach - suddenly huge wave - carried princess away - friends shocked - wave hadn't touched them - went back to palace and told king and queen - king ordered army to search for princess - hundreds of men dived into sea - searched for princess - could not find her.
- Para 3 The huge wave that carried princess away - was actually king of the seas - had seen princess and decided to carry her away - took princess to his palace at bottom of sea - said he wanted to marry her - said he would change her into fish - princess begged him to let her go back - king of the seas didn't want her to escape - changed her into mermaid - princess half woman and half fish now - forced to marry cruel king.
- Para 4 After some time princess begged king of the seas to let her go and meet her parents - king didn't trust her - secretly ordered his army of waves to destroy princess's father's kingdom - kingdom washed away - everyone including princess's parents died.
- Para 5 Then king of the seas told princess she could visit her parents - princess came ashore - but no trace of her father's kingdom - could guess what had happened - went back to the sea sadly.
- Para 6 Even now, the princess comes ashore every now and then, and looks for her dead parents and friends. But she always goes back to the sea because she no longer belongs to the earth and because she is afraid of the king of the seas.



For your family's welfare



Educate your daughter



For Good eye sight  
eat leafy vegetables

Water from a hand-pump is



protected  
water

Get your babies  
inoculated  
save them from  
diseases



Published by : **ARKBIRD PUBLICATIONS**

# 5-9-802, Rosary Convent Lane, Gunfoundry, Hyd-001.A.P.

on behalf of A.P. Govt. Text Book Press, Hyderabad.